

## TIP

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**TIP** welcomes articles or news items of interest to Society members and subscribers. Especially encouraged are integrative articles or updates on current topics in I/O Psychology, commentaries on professional and practice issues, and articles on the teaching of I/O Psychology and international developments. Manuscripts should be typed double-spaced and be no more than 10 pages in length. Accepted submissions may be edited to meet newsletter requirements. All articles and news items should be submitted to the **TIP** Editor.

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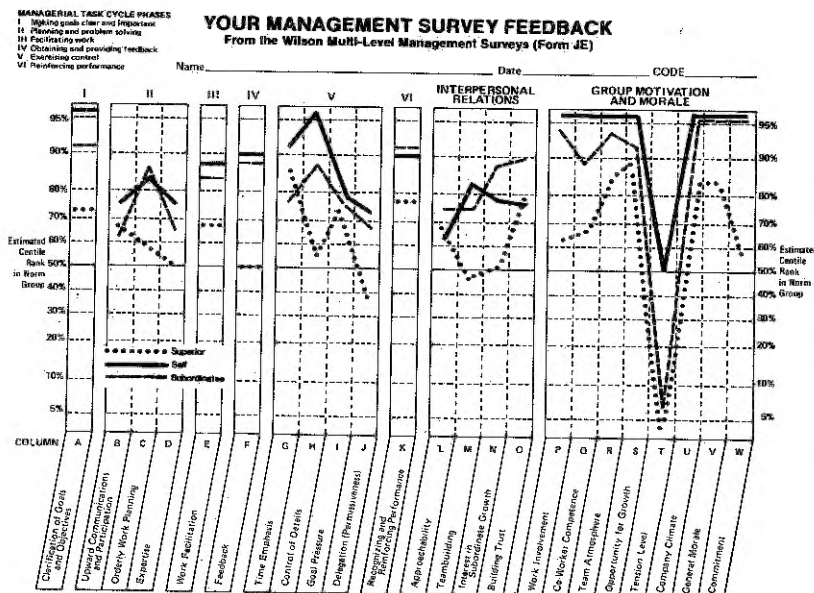
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# PRINCIPLES FOR THE VALIDATION AND USE OF PERSONNEL SELECTION PROCEDURES

## SECOND EDITION

Division 14's Executive Committee has adopted the *Principles for the Validation and Use of Personnel Selection Procedures (second edition)* as the official statement of the Division concerning procedures for validation research and personnel selection. Bill Owens and Mary Tenopyr were co-chairs responsible for this edition; an advisory panel of 24 experts participated in the revising and updating of the 1975 Principles. The purpose of this new edition is to specify principles of good practice in the choice, development, and evaluation of personnel selection procedures.

Copies can be obtained from the Secretary-Treasurer (address on back cover). The price schedule is: \$4.00 each for 1-9 copies, \$2.50 each for 10-49 copies, and \$2.00 each for 50 copies and up. Make checks out to the **Society for I/O Psychology**.

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Job satisfaction and the fit between individual needs and organizational rewards — V. Scarpello & J. P. Campbell

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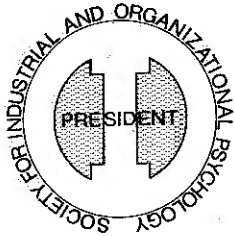
May, 1984

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## A Message From Your President

**Milt Hakel**

What makes this Society so great? I'll tell you. It's the interesting, effective, and energetic people. It's the topic, the problems, the challenges, and the conflict of viewpoints and values. It's the common vision of research applied to tangible problems. It's where the action is.

I have two friends, and neither is a member of the Society any longer, though I wish both were. Let's call them Jim. Jim #1 dropped his membership because we are hopelessly preoccupied with guild issues--licensing and the whole APA scene, test validation, and other professional practice problems. Jim #2 dropped his membership because we are hopelessly preoccupied with irrelevant theoretical issues--model building and significance testing using undergraduates and "paper people" in laboratories. Each has his own vision of where the action is, and those visions are non-overlapping.

Where's the action for me? It's in the discussion and debate generated in the intersection of the polar view of Jim #1 and Jim #2. It shows up in comments from correspondents about my previous messages.

**Fred Dansereau** wrote "Of particular interest was your concern with scientific work and its application. As you probably realize, all individuals in our field do not recognize the need for both approaches. Thus, I wanted to personally assure that you received a copy of our new book *Theory Testing In Organizational Behavior: The Variet Approach*. The first 14 chapters of the book focus mainly on basic scientific issues, and the last chapter focuses on applied issues. This is not because we believe that applied issues are unimportant but that applied issues should follow from empirically supported theory."

**Mel Sorcher** wrote "Moving into the future requires more vision than we, as a group, have had the courage to express. Without vision, innovation is unlikely. Courage and innovation are handmaidens and we should encourage one another to experiment with tough problems, to try out new ideas, and to make mistakes. One of our greater challenges must be to learn how to recognize and reward those who make mistakes. If we take on significant research problems or if we let our curiosity lead us to try to do some things better, we are not likely to do it right the first time. We have got to become comfortable with poking around and

getting our noses bumped. But there is still a right and a wrong way to poke around and the principles and perspectives of scientific inquiry and objectivity should come after the poking around."

**Ben Schneider** commented, "Bill Jennings apologizes too much in his letter for not doing 'sophisticated statistics' work. Most of the settings I work in cannot profit from too much sophistication given where they are....my estimate of the challenge is to get organizations to use *something* from what we know and to ease them along to where they might be able to use more."

Ben continued, "I think there is still at least one other issue lurking around in all of this -- the role of the I/O consultant. I think the consultant role in our field is the ignored one yet it is potentially the richest one for integrating our science and practice. This is true because there are so many academics who consult."

**Mel Sorcher** again, "Another thing that has been a mixed blessing is the proliferation of I/O consultants. Sometimes I think we are too quick to commercialize ideas before they have been properly researched, using some of the very stringent methodologies, criteria and hypothesis testing that we criticize. Unfortunately, we are criticizing these methodologies for the wrong reasons."

From **Joel Moses**, "Applied laboratory research is what's needed--using the scientific rigor of the laboratory on practical problems. Take process issues in assessment centers for an example. There is a need to create experiments to examine the effects of the order and sequencing of exercises, the difficulty level of exercises, feedback of assessment results, and so on. The key is applied research."

So there it is: Clear conceptualization, vision and innovation, developing the client's skills, integrating science and practice. It is research on applications. It is Industrial and Organizational Psychology. We need both Jims and everyone in the middle ground between them.

Keep those letters, calls, books, brochures, articles, and technical reports coming. Watch this space.

### WRITING A BOOK?

Your publisher can spread the news in **TIP**. Contact the Business Manager, **Ed Adams, TIP, P.O. Box 292, Middlebush, NJ 08873.**

# TIPBITS

Ann Howard

The last issue of **TIP** found us in our winter doldrums, and the lead series of feature articles focused on our failures of implementation, especially going from theory to practice and graduate school to applied settings. This issue heralds the coming of spring, and although we're still somewhat critical of ourselves in the way we apply our profession in the non-professional world, the tune has been transposed from a minor to a major key and the tempo is definitely upbeat.

The theme of this issue's lead feature series is enhancing the impact of I/O Psychology. In the first article, **Doug Cederblom**, **Earl Pence**, and **Daniel Johnson** have approached a major consumer group of our services, personnel administrators. Their views on how I/O psychologists can be helpful to organizations, including where we communicate our findings and how we train our fledgling practitioners, provide a provocative challenge to some of our most revered traditions.

**Martin Greller** then responds to **Richard Guzzo's** article in the last issue, which lamented our failure to impact the national scene when productivity issues are discussed and solutions contemplated. Martin suggests a culprit may be the way we express our findings in outcomes that are distinctly non-organizational. Accordingly **Wayne Cascio** adds an overview of some of his work on costing human resources, which demonstrates that the methodology for proving our worth to organizations is being developed more rapidly than our propensity to use it.

Here, then, are some messages that point the way to greater impact for our field. They tell us what to do and how to do it, if we but take them to heart.

Meanwhile books like *In Search of Excellence* continue on the best seller lists. **Lynn Summers** discovers from **Sidney Janus** that these ideas are far from new. **David Campbell** assembles some new clues to managerial excellence that Peters and Waterman probably never thought of.

**TIP's** international series continues with this issue after a hiatus. **Federico Leon** and **Eduardo Salas** describe valiant efforts by I/O psychologists to keep the science and practice moving ahead in Peru in spite of very difficult social and economic conditions. **Frank Schmidt**, after a brief sojourn to Israel, provides

some insight about personnel selection issues there, including some astonishing similarities to the U.S. in "minority" group test performances. Related to personnel practices here, **Jim Sharf** discusses a report of polygraph validity in his **FED** column.

A big announcement for this issue is the description of the APA convention workshop program. Under **Stan Silverman's** leadership, the Continuing Education and Workshop Committee has been turning in a superb performance. Last year they had record earnings of \$7000. Hope you readers will make them look just as good or better this year by signing up for a workshop in Toronto.

**Paul Sackett** also offers a preview of the APA convention program in his Program Committee report; get ready for some friendly controversies! Incidentally, Convention-goers who are disabled and would like assistance should outline their needs on the APA Advance Registration and Housing Form, which will appear in the *American Psychologist*, April through June.

Check the Committees section for the latest words on the Society's administrative assistant (**Sheldon Zedeck** in the Long Range Planning report) and the new yearbook series (**Ray Katzell**).

## NEWS AND NOTES . . .

Many of our members continue to develop their careers, visit and lecture at home and abroad, and receive various appointments and honors.

**Duncan Dieterly** has accepted a position as an I/O psychologist with the Southern California Edison Company, where he will be dealing with test development, validation research, management assessment, personnel research, and organizational development problems. Following his retirement from the Air Force in 1981, Duncan was president of ODIN, a consulting firm, adjunct professor at San Jose State University and Director of the I/O program at the Pacific Graduate School of Psychology. He will continue to be associated with the University of San Francisco Professional Studies Programs but has relocated from San Jose to Los Angeles. **Terry Beehr** has become the Director of the doctoral program in I/O Psychology at Central Michigan University. The program, which offers the Psy.D. degree, is in its first year of operation.

Foreign travel always offers intrigue and a chance to find out how culture-bound our work really is. **Frank Schmidt** was not the only one to visit Israel lately; **Irv Goldstein** of the University of Maryland visited Tel Aviv University in February, hosted by **Dov Eden**. Irv conducted a training needs assessment workshop for



Israeli managers at the Faculty of Management and lectured before the Organizational Behavior faculty seminar on some of his recent work. **Paul Thayer** of North Carolina State University has been invited by the Norwegian Society of I/O psychologists to be a feature of their May meeting. He'll teach at the University of Bergen for two days and visit companies employing Norwegian Society members while in Bergen and Oslo.

**Ira J. Morrow**, of the Department of Management, Lubin Graduate School of Business, has been appointed a Visiting Professor at IBM Corporation's International Finance, Planning, and Administration school in Briarcliff Manor, New York. Other visiting faculty, though more short-term, were invited by the Organizational Behavior area in the school of Economics and Management at Oakland University in Rochester, Michigan for the school's Yntema Lecture Series. The faculty of Oakland and neighboring universities and researchers at local corporations attended lectures by **Hillel Einhorn** of the University of Chicago on behavioral design theory, **Walter Nord** of the University of Washington on radical organizational behavior, **Richard Steers** of the University of Oregon on current research directions, and **John Hunter** of Michigan State University on meta-analysis. The OB area at Oakland currently includes **Lizabeth A. Barclay**, **Daniel N. Braunstein**, **Elizabeth Frederick**, **Paul O. Kingstrom**, **Howard S. Schwartz**, and **Floyd Willoughby**.

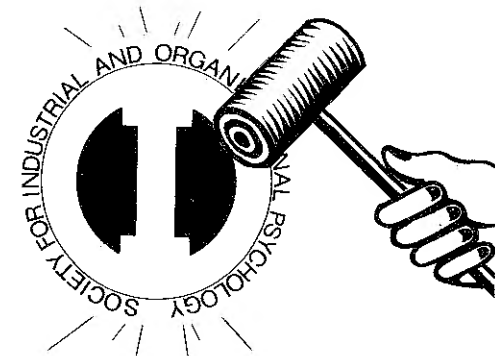
Two past Presidents of Division 14 have recently made the news. **Mary Tenopyr**, Division Manager of Employment Policies and Systems at AT&T, has assumed two new professional responsibilities: she was appointed to the Army Science Board and was elected president of the ASPA Foundation. **Orlo Crissey**, along with wife and fellow psychologist **Marie Skodak**, was honored with a full-page spread in *The Flint Journal* (Michigan). Orlo was especially commended for his work with General Motors, where he was employed from 1942 (their first industrial psychologist) until his retirement in 1970. While there he advanced from Educational Director of the AC Spark Plug Division to Director of Personnel Evaluation for the General Motors Institute (GMI) to Special Assistant to the President of GMI.

This is all good news but surely not all the news among our more than 2400 members. Please keep **TIP** informed about your whereabouts and accomplishments; we want to share the glory!

## ENHANCING

I/O's

## IMPACT!!!



We in the Society know that the work that I/O psychologists do is important and useful. We can make organizations hum, cultures blossom, and work inspiring and satisfying. Follow us, and you'll see workers produce and managers excel. Those are slight exaggerations, perhaps, but why don't more people appreciate our accomplishments?

With the next three articles **TIP** explores some of the reasons I/O Psychology has not had as great an impact on the public eye and ear as it should. Doug Cederblom, Earl Pence, and Daniel Johnson, who surveyed ASPA members on the topic, put forth some concrete suggestions on how we might better communicate our discoveries and better train I/O practitioners for their roles. Martin Greller responds to Richard Guzzo's report in the last issue of **TIP** on I/O's relative impotence among productivity advisors and questions our use of outcome measures. Wayne Cascio points out ways to demonstrate the utility of human resources programs and mark our contributions to the bottom line.

Follow these suggestions, colleagues, and we'll make the cover of *Business Week* yet.

## MAKING I/O PSYCHOLOGY USEFUL: THE PERSONNEL ADMINISTRATOR'S VIEW

By **DOUGLAS CEDERBLOM**, **EARL C. PENCE**,  
and **DANIEL L. JOHNSON**

Since 1970 I/O psychologists have increasingly entered applied work after obtaining their graduate degrees. Various surveys have shown both a substantial increase in the number of master's I/O graduates, the large majority of whom go to work in applied

settings, and an occupational shift toward applied work and away from academic settings by doctorate I/O graduates.

Since I/O psychologists are often directly employed in personnel or human resources departments, the opinions of personnel administrators on the roles and role preparations of I/O psychologists would seem particularly useful. In the last 15 years, two surveys have been conducted with members of the American Society of Personnel Administration (ASPA) to obtain their views of I/O psychologists (Hines, 1973, Thornton, 1969). These previous surveys examined the extent to which organizations employed the services of I/O psychologists, the desirability of hiring I/O psychologists, and the particular areas of potential service by these professionals to organizations.

Since the data reported by Hines (1973) were collected 11 years ago, the present survey was conducted to obtain the current perspective of ASPA members on these questions. In addition, the present study obtained information on how I/O psychologists might better communicate with members of the business community and suggestions for training I/O graduate students.

The questionnaire was mailed to a random sample of 813 personnel administrators chosen from the 1982 directory of regular ASPA members. A total of 196 usable questionnaires were returned representing a 24% return rate. This rate is consistent with the 20-25% return rate which ASPA reports as typical of surveys conducted with its members.

The respondents were typically in their 30's (46%) or 40's (32%) and had a bachelor's (40%) or master's degree (44%) in business or personnel administration (80%). The majority of the respondents were employed by manufacturing organizations (51%) and by organizations with fewer than 1,000 employees (55%).

ASPA has very limited data describing its membership, so it was not feasible to test how well the obtained sample represents the ASPA membership. The obtained sample does appear similar to the ASPA samples obtained by Hines (1973) and Thornton (1969) regarding comparable characteristics of respondents' age and education and size of respondents' organization.

### **Current Status and Image of I/O Psychologists**

Slightly fewer than half (44%) of the respondents' organizations were using the services of I/O psychologists, either as employees or as consultants. This figure is very similar to those reported by Thornton and Hines (46% and 43%, respectively). Organizations were more likely to employ I/O psychologists if their personnel administrators considered it

desirable, if their personnel administrators were more highly educated, and if the organizations were larger in size.

Of those organizations using I/O services, 33% employed I/O psychologists full time, and 78% used them as consultants (these percentages total more than 100% because several organizations used I/O psychologists both as employees and as consultants). Respondents from organizations not employing I/O psychologists full time indicated the following reasons for not hiring them: preferred specific consultants (73%), not important enough (60%), too expensive (57%), and not needed (55%).

Nearly half (45%) the respondents said it was desirable to employ I/O psychologists in their companies. Comparable percentages from Thornton (53%) and Hines (59%) are somewhat higher. Of those personnel administrators who considered it desirable to employ an I/O psychologist, 55% preferred an individual with a master's plus experience, and 35% favored a Ph.D. plus experience. Experience was particularly desirable, since only 10% preferred an individual with either a master's or doctorate but without experience.

More specific information on the particular areas in which personnel administrators felt that I/O psychologists could be of benefit to their organization is summarized and compared to previous survey results in Table 1. The percentage of respondents who perceive I/O psychologists as potentially helpful to organizations in various areas has generally increased over the last 10 to 15 years. In six of eleven areas a higher percentage of the current sample felt that I/O services could be beneficial than in either of the earlier surveys, including training, performance appraisal, designing work conditions and organizational structure, and labor relations. Roughly equal percentages of respondents from all three studies indicated I/O psychologists to be helpful with employee motivation and selection. A somewhat smaller percentage of the current sample than in the earlier samples felt that I/O psychologists can contribute in the areas of employee morale and productivity.

While it is encouraging to note that the perceived usefulness of I/O psychologists has improved in the last decade, the actual employment of I/O psychologists has remained about the same over the last 13 years, suggesting relatively little gain in actual acceptance or utilization of I/O psychologists by industry and government. Furthermore, the proportion of respondents indicating it would be desirable to have a professionally trained I/O psychologist in their company declined by 15% since 1973. This somewhat alarming finding may be related to funding cutbacks faced by private industry and government agencies during recent years as well as the probably related trend of organizations using

more I/O consultants (57% in 1969 and 78% here) and fewer I/O employees (43% in 1969 and 33% here).

**Table 1.** Perceived Areas of Possible Contributions by I/O Psychologists (% of respondents)

Area of Contribution	1969	1973	1982
Management Training	59	65	71
Employee Motivation	60	77	68
Morale and Job Satisfaction	76	82	67
Management Selection	59	57	63
Employee Training	32	38	56
Productivity	72	55	54
Performance Appraisal	38	44	52
Employee Selection	46	46	51
Designing Work Conditions	--	34	47
Designing Organizational Structure	25	35	44
Labor Relations	15	18	29
N	319	141	196

### Improving Communication by I/O Psychologists

Two sections of the questionnaire used in the current study asked for information which might be useful for improving communication between I/O psychologists and individuals working in applied settings. In the first of these sections ASPA participants were asked "How might I/O psychologists best communicate to you potentially useful findings and ideas?" The personnel administrators responded most favorably (52%) to the suggestion "joint conferences of personnel directors and behavioral scientists," followed by 48% supporting "face-to-face in consultation," and 42% endorsing "writing articles in business and applied publications." These three suggested procedures seem potentially most helpful, as only six respondents added various isolated other suggestions.

The second section of the questionnaire related to improving communication dealt with identifying those journals which would provide the greatest potential means of communication with personnel administrators. To gain this information, participants were asked to indicate the frequency with which they read each of 13 business and personnel publications. These publications are

ranked in Table 2 by the percentage of respondents who reported regularly reading them.

**Table 2.** Publications Regularly Read by Personnel Administrators (% of respondents)

Publication	%
Personnel Administrator (ASPA)	89
Wall Street Journal	68
Bureau of National Affairs (BNA) Bulletins	54
Personnel Journal	47
Business Week	41
Personnel Administration	40
Personnel	34
Harvard Business Review	30
Training and Development Journal	28
Compensation Review	24
Organizational Dynamics	8
Public Personnel Management	4
Business Horizons	2

In addition to rating the 13 journals listed on the questionnaire, 54 respondents listed a total of 46 various other work-related publications which they occasionally or regularly read. The *Journal of Applied Psychology*, *Personnel Psychology*, and *Academy of Management Journal* were each cited once. No other journals frequently containing articles by I/O psychologists were cited.

The present authors surveyed several of the journals which ASPA members said they read most regularly to determine the extent of communication by I/O psychologists in these applied publications. Several of these publications are written by staff writers, so these journals would not be accessible to writings by I/O psychologists. However, *Personnel*, *Personnel Journal*, and *Personnel Administrator* publish articles contributed by "outside" writers and are read by at least one-third of the respondents. Recent issues (June, 1981 - May, 1982) of these journals were checked for authorship of articles. It was found that 13 out of 266 of these articles were written by individuals identified as I/O psychologists. While I/O psychologists were identified with less than 5% of the articles published in these journals, many of the articles addressed issues and areas considered to be part of I/O psychology. Accordingly, these journals would appear to be a very appropriate and relatively untapped communication "outlet" for

I/O psychologists wishing to strengthen the credibility of I/O psychology as a useful discipline with individuals who regularly deal with the problems and behaviors which I/O psychologists research.

To encourage this use of such outlets, it may be important to reevaluate priorities which dictate that only publications in the most "scholarly" journals are deserving of attention and reward. If the I/O psychologists in academia who are seeking tenure and promotions are not rewarded by personnel committees for communicating the results of their research in the less technical journals read by personnel professionals who might benefit greatly from the research, then it is unlikely that much of their research in I/O psychology will become public knowledge.

### **Recommendations for Training I/O Psychologists**

Of the 196 participants, 127 offered suggestions in response to the question "What can graduate programs in I/O psychology do to better prepare their students to contribute more effectively in work organizations as employees or consultants?" Three main categories of suggestions emerged.

First, personnel administrators strongly recommended more applied training, particularly in the form of internship, practicum, work-study, or "co-op" situations. These various practical experiences together accounted for fully half of all the suggestions. Second, the respondents frequently recommended more focus and preparation on the "business/management side" of organizations, in terms of business and management courses, a more "bottom-line" orientation, and awareness of how business decisions are made. A third frequently made suggestion called for increased focus on "real world" problems and situations. This suggestion seems to reinforce the other two suggestions of a more applied and a more business management orientation, and could be implemented both by various practical experiences and by classroom content such as case studies.

Internships or practical field experiences have frequently been mentioned by I/O psychologists as a desirable part of graduate education. Such experiences should help develop more realistic expectations by students concerning applied work, perhaps present opportunities to apply research methods to actual organizational problems, and provide students with some experience in interacting and communicating with managers and employees of real organizations.

However, despite these earlier recommendations, I/O psychologists currently seem to be directing little attention either to the problems often faced by new I/O psychologists in applied

work or to practicum training as a method of dealing with these problems. The 1982 Division 14 Guidelines for Doctoral Level Education and Training do not address applied work problems and give no special attention to practicum training. These Guidelines seem to focus mostly on technical and academic competencies to be developed in I/O students. Although they acknowledge that competencies such as communication and interpersonal skills are important for a career in I/O Psychology, these skills are not included in the recommended areas of competence because they are "of universal importance" and should not be a particular part of training in Ph.D. level I/O Psychology.

While I/O psychologists seem to feel that in principle practicum experience is a desirable part of I/O graduate education, data from the 1978 Division 14 *Survey of Graduate Programs in I/O Psychology* indicate that 39% of doctoral level I/O programs do not offer practicum/internship experience either as a required or as an elective course. Also, recent evidence indicates that I/O psychologists do not consider a strong practicum emphasis to be a distinguishing characteristic of the better graduate I/O programs. Greenberg, Thomas, Dossett, Robinson, DeMeuse and Pendergrass (1981) surveyed Division 14 members, asking them to rate doctoral level I/O psychology programs as either "among the best," "adequate," or "would not recommend," and also to rate the programs according to a variety of descriptions. The best programs were rated significantly higher than adequate programs on descriptions including quantitative methods emphasis, access to research tools, faculty publications, and a strong experimental orientation. However, the best programs were rated no differently from adequate programs on all descriptions of applied experience, such as strong practicum or internship emphasis, and "hands on" experience in the field. These findings question whether, in practice, a sizeable number of I/O psychologists value applied experience for students.

A second suggestion made by personnel administrators for improving graduate training in I/O psychology called for training focusing on business and management issues, particularly through coursework in business and management. However, the Division 14 1982 Guidelines on Doctoral Education and Training state that competency in this area is desirable but not necessary for career success in I/O psychology and do not include business training as a recommended area. Data from the 1978 Division 14 *Survey of Graduate Programs in I/O Psychology* show that nearly half (46%) of doctoral level I/O programs offer elective courses in business administration and labor relations, and nearly one quarter (23%) offer elective courses in business planning and financial analysis.



None of these programs requires that any of the above courses be taken.

At least for master's level graduates, previous course work in business and management also seems to aid graduates in I/O psychology in their search for applied jobs. A number of our former master's level students have related that prospective employers seemed to view them more favorably as a result of this previous coursework, corroborating the suggestion from ASPA respondents that business courses be part of graduate curricula in I/O psychology. In addition to improving the credentials of I/O graduates for employment, these courses may also improve the effectiveness of graduates in their obtained jobs. One ASPA respondent who received a master's in I/O psychology in 1966 and is currently a Director of Employee Relations provided the following explanation for his suggestion of business courses:

"As I look back on my graduate program, my biggest concern is that in all my personnel jobs, I have needed general business far more than general psychology. . . My master's consisted of specific required psychology courses and electives from the business department. As I look back, these electives were the most valuable and psychology the least valuable. . . Hopefully, the curriculum has changed since 1966 in this direction. To oversimplify, I came into the working world knowing much about people but nothing about business. It's great to know what makes the people tick but if you don't know what makes the company tick, you are not fully prepared to help the company."

### Conclusions

I/O psychologists should become more sensitive to and responsive to the suggestions of those individuals hiring I/O graduates. To meet the responsibility of providing adequate training for an increasing number of graduate level I/O psychology students seeking applied work, it might be beneficial to consider more applied training models, such as interdisciplinary graduate programs with both psychology and management faculty or Psy.D. programs. The appropriate role and practice of supervised practica and internships in I/O psychology must be addressed, including appropriate sites and on-site supervision, and support for these experiences should be as prominent in practice as in rhetoric.

Another important consideration is the work role of individuals with master's degrees in I/O psychology and how master's degree programs should be structured, an issue not well addressed since MacKinney's (1968) article over 15 years ago. The need to examine master's programs is especially critical since the bulk of increase in graduate students in I/O psychology

is comprised of master's degree students, who nearly all end up in applied settings.

Finally, if I/O psychology is really committed to the application and practice of psychology as a profession, as the scientist/practitioner model implies, then efforts must be increased to communicate with the "consumers" of our work. If we continue to focus our attention only on communicating with our colleagues who read "scientific" journals, and if we only attend conferences with other "scientists", the general public's perceived value or worth of I/O psychology is likely to suffer.

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## INDEXING I/O PRODUCTIVITY

### CAN I/O PSYCHOLOGY BE A MORE PRODUCTIVE PARTICIPANT IN THE NATIONAL PRODUCTIVITY DEBATE?

By MARTIN M. GRELLER

An earlier article (TIP, November 1983) observed that I/O psychology has a lot to contribute to "industrial policy," an area not traditionally associated with our field. In the last issue, Richard Guzzo reported on his experience at the White House Conference on Productivity. Here is an area where I/O psychologists often feel they make contributions. It was frustrating to learn that productivity policy setters are not paying much attention to our work.

While we may not be heard, attention is given to projects based on psychologically sound principles. Successful incentive systems, quality circles, and managed cultures are celebrated and copied. But, they are treated as individual incidents of success. Even when emulated they are not understood. Those who have spent years researching a topic are left on the sidelines watching as one or two examples turn into a productivity fad -- a fad which may well disregard key factors and moderating conditions.

Of course the work of I/O psychologists is relevant to productivity. Raymond Katzell and Richard Guzzo have identified several hundred studies over the last decade which bear upon the topic. As one looks at currently popular approaches to productivity, many of the techniques are deeply rooted in I/O practice (i.e., managing culture/climate, using small group participation for organization change, rewarding performance). But with all this relevance, how come people are not listening?

Perhaps it has to do with the way we talk; not so much our jargon as the failure to use concepts familiar to the prospective audience.

Interviews with several corporate planners and line managers indicated that they look at highly aggregated input/output ratios. The head of the commercial lending division of a New York bank looks at [interest income less direct expense divided by the cost of staff] for the lending areas, while using [units produced divided by staff] when assessing back office productivity. The chief planner for a Canadian resource company compares units produced (whether extracted, fabricated, or processed) but noted considerable debate within his firm about the appropriate expense

to use in the denominator. In diversified corporations that move in and out of businesses, return on investment can be the productivity index used by corporate staff, while managers in the individual business operations use measures like the ones described above.

Psychologists approach the issue in slightly different ways. Those who work as consultants or in corporations use indices that help guide their actions -- in this regard they are similar to other people in business. But, the index useful to a psychologist is not always the same as those used by others in the organization. Gary Kaufman of J. C. Penney identified sales per square foot as an index useful in both research and compensation. Marilyn Machlowitz, who heads a consulting firm, noted the need to target the most important outcomes (e.g., define strategy).

A quick tour of the current I/O literature (e.g., the articles appearing in the *Journal of Applied Psychology* during 1983) takes us further away from the business person's view of productivity. Of 78 articles only 14 (18%) used organizationally relevant outcomes as dependent measures. (Don't misunderstand, many of the remaining articles have implications for organizations, but the impact was not demonstrated in the article.) Of the fourteen, three used organizations dissimilar to most businesses (e.g., batting averages and academic grades), six dealt with turnover and absence, and one was a review of productivity studies. This leaves 4 articles (5%) which used organizationally relevant dependent measures. (Ironically, the one study that used market structure data used them to predict attitudes.)

To give a better sense of the distinction, consider the lists below:

#### Organizationally Relevant Outcomes:

Units produced  
Performance on a video  
display terminal  
Sales

#### Outcomes Lacking Immediate

##### Organizational Relevance:

Behavioral intentions  
Likert scales rating  
satisfaction  
Self-reports of stress  
or tension symptoms  
Job search behaviors  
Hypothetical job choices  
Scale consistency  
Instructor ratings  
Job knowledge tests

The measures on the right can be very interesting. But, they require further explanation (or proof) to link the results with productivity. Not all studies need to make this link. Yet, have enough of them done so to make us credible?

There is a two part problem. First, the 5% - 18% which included organizationally relevant outcomes used them as simple indices. To what degree did the selection, training, and incentive systems improve productivity? The studies did not look at the input/outcome ratios (the most common definition of productivity). While we know performance improved or turnover decreased, the cost for each unit of improvement was not addressed.

The second part of the problem is the level at which our analyses are conducted. Business people usually select the largest unit for which they can reasonably use data. Psychologists, appropriately given the nature of our discipline, focus on individual and small group behavior. As our counsel is sought regarding individual and small group behavior, it would be a good idea to continue focusing upon it.

For much of its history as a profession, psychology has viewed productivity as an individual or small group phenomenon, assessed primarily by raw output. Yet policy is being made through consideration of very large aggregations and is assessed in terms of output relative to input. If policy makers have not provided the desired recognition, consider the daunting problem we have left to them: translating our micro results into macro implications. It is hard work, and they have shown little inclination toward it. There is a temptation to simply wave one's hands and say that the implications should be obvious. But, as one of the policy makers might ask, if it is so obvious, why have you not been able to better document it?

There are a series of challenges facing anyone who takes up these tasks. Predicting highly aggregated organization behavior (i.e., profit, return on equity, etc.) can be an exasperating encounter with exogenous variables and error variance. Many studies will not lend themselves to such demonstrations. But, for the moment it appears the field has not accorded the task much priority.

If we are to influence the direction productivity policies take, we will have to translate the ideas and push them. If we fail to make our findings accessible and meaningful, they will be disregarded.

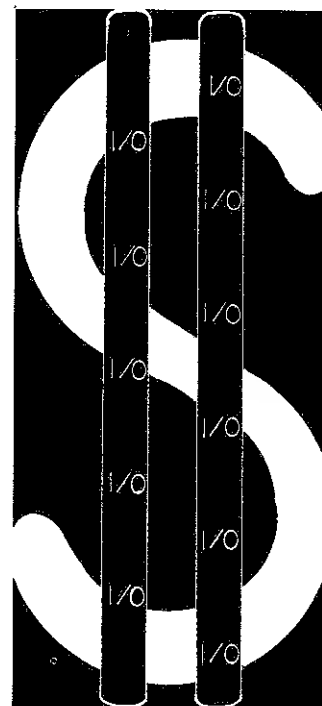
*Martin M. Greller is Director of Human Resources Planning and Development for the New York Times Company and a member of TIP's editorial board.*

## CONTRIBUTIONS OF I/O PSYCHOLOGISTS TO THE BOTTOM LINE

By WAYNE F. CASCIO

For quite some time now I have had the uneasy feeling that much of what we do in I/O Psychology is largely misunderstood and underestimated by the organizations we serve. In a 1983 APA symposium entitled, "Cost Analyses of Human Resource Interventions: Are They Worth It?", Mary Tenopyr echoed these sentiments. "Why is it", she asked, "that the corporate counsel and the company physician have such fat salaries and plush corner offices, while the I/O psychologist is relegated to playing second fiddle in terms of a lower salary and a windowless office?"

It seems to me that, at least in part, we ourselves are responsible for this state of affairs since much of what we do is evaluated only in statistical or behavioral terms. Like it or not, the language of business is dollars, not correlation coefficients. The utility of both the lawyer and the physician are not questioned, because a monetary referent to the value of their services is readily apparent. If the organization had to contract out for their services it might well cost far more than the cost of retaining them on a full-time basis. In addition, the magnitude of dollars saved through skillful legal maneuvering to avoid a lawsuit, or to win one if a suit is unavoidable, or the dollar value of competent medical practice that prevents the development of a serious (and costly) medical condition, can be estimated in a fairly straightforward manner by top management.



Unfortunately, in many situations there is no such yardstick of the relative worth of the I/O psychologist. The implicit assumption in our work, of course, is that statistically significant results yielded by some type of organizational intervention imply large dollars saved. While this is true, the actual size of the net dollar savings to the firm often remains unknown and unverifiable. This need not be the case, for the technology is now available to demonstrate the dollar value of all personnel/human resource activities, not just some of them. In my opinion, this is an exciting time for I/O Psychology, for we are on the verge of a marked shift in the way we market our services and in the way we demonstrate the value of our research.

### **Behavior Costing**

In a moment we'll consider some familiar examples, but first it is important to dispel some popular misperceptions about our approach. Our approach is not "Human Resource Accounting" (HRA); it is "Behavior Costing". We are not simply tabulating the sum total of a firm's investments in its employees, or discounting the expected value of their future earnings, as HRA suggests. Instead we are placing dollar values on the economic consequences of employee behaviors such as absenteeism and turnover. It is these economic consequences that lead to large costs (or cost savings) for firms, and this approach dovetails nicely with the kinds of activities that many I/O psychologists are involved in.

Let me emphasize one further point: behavior costing does not imply that we need to trade in our measurement tools and research designs. It does not imply substantial retraining in accounting or economics. But it does require a break with tradition, for what is required is that we carry the results of our research one step further in order to translate them into estimates of dollars gained or saved. Here are some familiar examples.

**Absenteeism** can be defined as any failure to report for work, as scheduled, regardless of reason. The literature suggests several approaches for dealing with this problem: job enrichment, point systems, poker hands, and OB Mod, just to name a few. We can bring our training and expertise in measurement to bear on this issue, for in considering the drop in absenteeism from Time 1 to Time 2, savings of \$500 - \$1,000 per employee are not unusual. In fact, one Canadian I/O psychologist I spoke to recently told me that his 30,000-employee bank saved \$7 million in one year simply by installing a computerized absenteeism reporting system! The very act of measuring absenteeism, coupled

with measurement of the per employee cost of absenteeism, made such an estimate possible.

**Turnover** may be defined as any permanent departure beyond organizational boundaries. When the total cost of employee turnover (i.e., separation costs, replacement costs, and training costs) is considered, less the positive value or gains to the firm associated with those who leave, the net aggregate cost can be substantial. At a major brokerage house that I studied using the methods described above, total annual turnover costs were \$1.5 million, with a cost per terminating employee of almost \$7,000. Yet, if through proven I/O psychological methods such as realistic job previews, work work redesign, or performance testing, voluntary, dysfunctional turnover could be cut by just 10% annually, it would save the company over \$100,000 per year. And that's called, "Making ourselves useful".

**Job attitudes**, particularly job satisfaction regarding pay, promotions, co-workers, supervision, and the work itself, are directly related to variables such as tardiness, turnover, absenteeism, strikes, and grievances. They are related indirectly to job performance, for if a dissatisfied worker stays home instead of coming to work, the productive value of his or her labor (and its associated dollar value) is lost. Methods for relating changes in attitudes, reliably measured, from Time 1 to Time 2, to the unit cost of employee behavior, was proposed by Likert and Bowers in 1973, and refined by Mirvis and Lawler in 1977. In the latter study, using 160 bank tellers over a one-year period, a one-half SD improvement in job attitudes yielded a direct savings of \$17,600 per year and an estimated total savings of \$125,000 per year (in 1977 dollars). Results like this can help move us ever closer to that corner office!

**Personnel selection and training.** Using the linear regression-based, general utility model of Brodgen-Cronbach-Gleser, I/O psychologists are now able to estimate the net dollar benefits of valid selection and training programs. The big stumbling block, of course, is the estimation of the standard deviation of job performance in dollars. Previously it was thought that cumbersome cost accounting procedures or industrial engineering-based work measurement methods were required to estimate this parameter. But advances in research, specifically the Schmidt-Hunter global estimation procedure, the 40% rule, and the Cascio-Ramos Estimate of Performance in Dollars, have reduced this problem. Research on the comparison and validation of these methods is a required next step.

In the selection of just 10 claims approvers per year at Life of Georgia, for example, it was demonstrated (through actual work measurement methods) that the use of a test with a marginal

validity of .22 over the previous procedure yielded an annual dollar gain in productivity of \$30,000 to the company.

A similar approach can be used to evaluate the dollar gains associated with training and other organizational interventions, except that the effect size  $d'$  (the difference between the means of the experimental and control groups on some treatment, expressed in SD units) is substituted for the validity coefficient.

As for future research needs in this area, it seems to me that what we need are meta-analyses of the impact of various organizational interventions (e.g., team building, goal setting, work redesign, assessment centers) expressed in dollar terms. All of us have the background and training to do sound experimental research. Now we also have the technology to translate our results from behavioral or statistical terms into the language of business (i.e., dollars). Isn't it time we got on with the job?

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#### SUPPORT SOUGHT FOR

### Edwin E. Ghiselli Award

The **Edwin E. Ghiselli Award**, named after one of the chief proponents of a broad approach to research in I/O Psychology, honors the best research proposal in the field. Each I/O Psychologist should contribute at least \$10.00 to this Award fund, and organizations which employ I/O types need to be asked for contributions. The Ghiselli Award is important because it looks to the future; the award is for proposals, not accomplishments.

Send contributions to the Secretary-Treasurer (address on back cover). All contributions should be made out to the **Society for I/O Psychology**; a notation of **Ghiselli Fund** should be on the face of the check.

## I/O PSYCHOLOGY IN PERU: A REVIEW

By **FEDERICO R. LEON** and **EDUARDO SALAS**

Psychology in developing countries such as Peru suffers from many structural and developmental problems. A brief statement of these is needed to understand the status and role Industrial/Organizational (I/O) psychologists play in organizations and Peruvian society.

Overall, psychology in Peru (as in other Latin American nations) has the following characteristics and problems: (a) it is not recognized as a profession and lacks public image; (b) universities lack resources for research, curriculum development, libraries, and teachers; (c) its orientation is clinical/community; (d) it is influenced by socio-cultural problems; and (e) there is no I/O degree offered. As a result, the I/O psychologist's (defined in Peru by his/her job) role or contribution to understanding organizational behavior and functioning has been rather limited and inconsequential in the amelioration of the socio-cultural and economic problems of the country.



### I/O PSYCHOLOGY INTERNATIONAL

*A TIP Series*

Much of the problem of I/O Psychology in Peru is with its professional side. Many issues contribute to this. First, few organizations perceive human resources development (HRD) as important because of the environmental conditions that exist in Peru. Second, there is a lack of an I/O Psychology image in that managers don't know how an I/O psychologist can contribute to an organization. Third, there is no perceived utility by managers of conducting either basic or applied research in their organizations, which results in very little research being conducted. Fourth, with few exceptions, I/O psychologists are in staff positions as subordinates to an Industrial Relations Manager. Fifth, the I/O psychologist primarily does routine work such as administering personality or aptitude tests.



In Peru, HRD and any other I/O Psychology applications are part of the administration of industrial relations. Very few organizations have large HRD divisions separate from industrial relations; only the large multinationals and progressive Peruvian companies have such divisions.

Industrial relations in Peru has basically eight overall functions: (1) personnel administration (including training); (2) recruitment and selection; (3) labor relations (i.e., handling grievances and contract negotiations); (4) wage and salary administration; (5) social services (e.g. loans, health problems of employees); (6) industrial hygiene and safety; (7) sports and recreation; and (8) security. This dominance of HRD by the industrial relations function is largely due to four reasons. First, organizations in Peru fulfill a "social" role because of the environmental conditions existing in the country (e.g. high inflation and unemployment, low socio-economic status of the majority of the work force), union demands, and government regulations. Consequently, organizations have to provide their personnel (mainly blue-collar workers) with social welfare packages which include food, clothing, periodic salary adjustments, and so on. Second, investment in HRD has a long-term payoff, which causes organizations to view this as having a low priority. Third, organizations constantly face union-management conflicts (i.e. strikes), which demand considerable effort and resources. Lastly, the I/O psychologist in Peru is not trained in these areas.

There are a few exceptions to this overall pessimistic picture. Multinational organizations do distinguish HRD from the industrial relations function basically in response to the parent company structure.

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**"Selection procedures are dominated by personality and aptitude tests, family relationships, or 'high social status' influences."**

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In terms of the basic I/O related tasks, the procedures used in organizations are unsystematic and non-structured. That is, selection procedures are dominated by personality and aptitude tests, family relationships, or "high social status" influence. If any more sophisticated procedures exist, they are not adapted by the Peruvian idiosyncrasy and psychology, and therefore seldom used.

Training and organizational development efforts are largely for managers and "faddish" in nature, while blue-collar employees receive only the necessary training to operate a machine or perform a specific function. Most organizations don't have

performance appraisal systems, and if they do, they are very general with no specific purpose.

Although, as has been discussed before, I/O Psychology in Peru has had little impact in organizations, some recent developments look promising for the future.

The Institute of Applied Psychology for Economic and Social Development was created by the first author and has organized workshops and seminars in leadership, performance appraisal, and training. Also, it has organized annual conferences on the psychology of work and organization. These conferences have dealt with a variety of topics such as training needs analysis, assessment centers, performance appraisal scales, union-management negotiations, and organizational assessment and diagnosis. An important contribution of this Institute is its research activities, which are described in the next section.

Another institute is ESAN, which provides MBA degrees to managers. This school offers training seminars in HRD, organizational behavior, industrial relations, and the like. The school now has a small research division which studies, among other topics, small businesses, job satisfaction, and worker participation.

There are now several consulting firms which specialize in HRD. These provide limited services to organizations—limited by the fact that Peruvian organizations are not used to working with consultants.

## **Research**

Over the past 10 years, Peruvian psychologists have published about 30 articles concerned with I/O issues. There are three types of research in this literature: applied, cross-cultural, and basic. Applied research, being extremely context-specific, lends itself to limited generalizations but is of direct practical relevance. Cross-cultural studies make international comparisons and/or verify the local validity of foreign psychological theories, laws, or descriptions. Basic research moves forward the main frontiers of psychological knowledge, yielding generalizations which transcend national boundaries.

### **Applied Research**

An important part of the I/O applied research in Peru was designed to uncover psychological effects of the Agrarian Reform of 1969 and the Law of Labor Communities which President Velasco dictated in 1971 following industrial-democracy models. In newly formed agricultural cooperatives, researchers found unexpected attitudes toward participation in decision-making and

empirically described the set of behaviors expected from members of administrative councils.

In industrial, commercial, and service organizations, the findings suggested the following: the perceived success of the Labor Community (LC) within an organization was an inverse function of the authoritarianism of the informant; the less the participation of workers in decision-making, the greater the harmony among LC, union and management; the success of the LC was contingent upon the nature of prior union-management relationships but did not affect the course of such relationships; and the participative behavior of blue-collar workers was more intensive than that of white-collar employees, at least in the printing industry.

Other applied studies pertained to the behavioral differences existing between workers born in Lima and those who migrated from the interior, or the local validity of the General Aptitude Test Battery as a predictor of job performance in accounting tasks. Most of the applied I/O research appeared in monographs published by the Graduate School of Business ESAN and/or the proceedings of the First Peruvian Congress of Psychology.

By the late 1970s - as the Velasco era ended, ESAN emphasized consulting over research, and I/O researchers developed new interests - psychologists turned away from applied I/O topics. However, the domain still has potential. Some psychologists working for business organizations conduct research of an applied nature though they do not publish their findings.

The second author is currently investigating the environmental factors (i.e. economic, socio-cultural, political) that either facilitate or hinder the implementation of human resources technologies from a socio-technical conceptual framework. This is being assessed using a "policy-capturing" approach in a survey of 128 upper-level managers from 85 multinationals and locally owned organizations in Peru.

### Cross-cultural Research

The cross-cultural studies have sought to determine whether Peruvian workers have an idiosyncratic outlook or whether their behavior can be understood and predicted from North American I/O psychology. By 1975, democratic supervision had been questioned in Peru on grounds of national character, the prevailing belief being that Peruvian workers desire authoritarian supervision. A systematic review of the relevant literature, however, demonstrated that those working under authoritarian supervisors were dissatisfied with their jobs; additionally, workers described the ideal supervisor as democratic and considerate. Actually, the problem was one of construct definition. Following Stogdill's distinction between (In) Tolerance of Freedom and Initiating

Structure, a subsequent study on a national sample from the printing industry showed that workers disliked authoritarianism but appreciated the supervisor's administrative initiative.

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**"By 1975, democratic supervision had been questioned in Peru on grounds of national character, the prevailing belief being that Peruvian workers desire authoritarian supervision. . . a subsequent study . . . showed that workers disliked authoritarianism but appreciated the supervisor's administrative initiative."**

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Other North American findings replicated in Peru: the more the job allows the worker to use his/her abilities, the greater his/her job satisfaction; anticipated job satisfaction is strongly determined by intrinsic rather than extrinsic work factors among MBA students as well as military officers, but the relationship is weaker among blue-collar workers than white-collar employees; the higher the socioeconomic status of the worker, the greater his/her optimism, ambition, and orientation toward the future; the larger the organization, the more appreciated are standard administrative procedures. The cross-cultural replications of the I/O area were published in *Revista Latinoamericana de Psicología*, *Interamerican Journal of Psychology*, and Peruvian outlets. They are not pursued any longer, however, probably because the researchers' expectancy of finding scientifically nontrivial results through this approach has become too low. Since the field has been only superficially explored, this may represent a premature abandonment.

### Basic Research

Basic I/O research in Peru has been concerned with performance appraisal and Herzberg's and Vroom's theories of work satisfaction and motivation. The American finding that the student's evaluation of faculty teaching effectiveness is correlated with the grade received suggested that the latter caused the former. This hypothesis was supported in a Peruvian experiment in which knowledge of the grade received was administered by the experimenter: the correlation emerged among students who knew their grades but not among those who still ignored them.

Then the hypothesis of "mirror rating"--i.e., that supervisors rated high will rate high, while those rated low will rate low--was formulated and tested in a bank. The results not only were

consistent with the hypothesis but also revealed that supervisors who had been consistently rated over time produced stable ratings, whereas those who had not, produced less stable evaluations. This strongly suggests that the appraisal received by the supervisor serves as a criterion for his assignment of ratings to subordinates.

Herzberg's two-factor theory of job satisfaction has been reformulated in Peru. It has been proposed as a theory of the concrete emotional experiences of satisfaction and dissatisfaction caused by intrinsic and extrinsic job factors rather than as a theory of independent attitude scales of job satisfaction and dissatisfaction. Data obtained from a sample of civil servants supported versions I, II, and III of the reformulated theory in a study in which ratings of job satisfaction and dissatisfaction were used.

The other theory that has been reformulated is Vroom's valence-instrumentality-expectancy (VIE) theory. The findings of a literature review suggested that, as the worker makes his/her decisions in natural settings, he/she ponders analytically only a few outcomes of the courses of action under consideration rather than all those with valences and instrumentalities unequal to zero. Which ones? It was hypothesized that subordinates of considerate supervisors would take into account the outcomes being most significant personally and the results of a field study were partially consistent with this prediction. The role of positive and negative outcomes in the motivation process was examined in an experiment in which systematic differences were uncovered. Whereas the positive information was processed analytically by the subjects, the negative information was treated in a superficial and rudimentary fashion, as if people disliked dealing with negative thoughts. This led to a reformulation of the VIE equation which now is capable of accounting for findings reported in the American literature which had resisted explanation.

In the same experiment, the changes occurring in the valence of job outcomes were found to be dependent on the overall pattern of valences of a decision situation; the more negative the overall pattern, the more positive were the changes observed. This runs counter to VIE theory's assumption of independence among outcome valences.

The basic research of Peruvian I/O Psychology has been published in specialized journals such as *Organizational Behavior and Human Performance* and *Journal of Applied Psychology* as well as non-specialized ones, such as *Interamerican Journal of Psychology* and *Revista Latinoamericana de Psicología*. Presently, it represents the most vigorous of all the research currents in Peruvian psychology.

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## PERSONNEL SELECTION ISSUES IN ISRAEL

By FRANK L. SCHMIDT

Between the 8th and 22nd of December, 1983 I was in Israel presenting research developments in meta-analysis, validity generalization, selection utility, and related topics. The trip was made at the joint invitation of the Psychology Department of Hebrew University and The National Institute For Testing and Evaluation (NITE), the Israeli counterpart to ETS.

### Current Uses of Testing

Most of the approximately 25 participants were well trained in measurement and statistics and quite a few had doctorates specifically in these areas. In addition to Hebrew University and NITE psychologists, psychologists from The Israeli Defense Forces, who have very vigorous testing and selection programs, also attended. Psychologists from the Israeli Civil Service, however, did not attend. I was told that Civil Service positions are filled mostly through political influence. Although selection tests are given, the results are usually ignored, leading to demoralization of Civil Service selection psychologists. NITE, on the other hand, is very active and influential in admissions testing for higher education and may be expanding into other areas in the future.

Many of the participants were academic and research psychologists and advanced graduate students in social, developmental, experimental, and other areas. These people were interested in using meta-analysis to integrate their research literatures, although certain participants seemed to feel initially that meta-analysis and validity generalization were such radical concepts that there must be something wrong with them--or at least some heretofore unrecognized problems. Nevertheless my impression was that a high level of acceptance developed during the sessions.

## Differential Validity and Selection Fairness

There was also strong interest in selection utility methods and findings and in differential validity and selection fairness findings in the U.S. Within Israel, opposition to selection and admissions testing comes primarily from oriental or Sephardic Jews (those from North Africa and The Middle East), who make up 60% of the Jewish population. In military and educational studies, oriental Jews average over 1 SD lower than European (western) Jews. In educational studies, they average about the same as Israeli Arab applicants except on tests of knowledge of Hebrew, where they average higher.

The day I arrived an article appeared in the Jerusalem Post in which a Sephardic student group stated that as soon as there was a Sephardic majority in The Knesset (Parliament), they were going to pass legislation prohibiting use of educational admissions tests. Dr. Baruch Nevo, Director of NITE (and one of my hosts) responded with a defense of testing similar to those offered by ETS. Fairness studies conducted in Israel have obtained results virtually identical to those in the U.S.: no underprediction has been found for oriental Jews either in education or in the military. In fact, the trend is toward overprediction.

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**"The day I arrived an article appeared in the Jerusalem Post in which a Sephardic student group stated that as soon as there was a Sephardic majority in The Knesset, they were going to pass legislation prohibiting use of educational admissions tests."**

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## Future Uses of Testing

I made recommendations to Dr. Nevo and the other NITE psychologists for using utility methods and findings to develop a more proactive stance in this matter: at present they appear to be responding reactively to attacks on testing. In my judgment, they clearly need to inform public opinion as to the links between accurate selection and placement, on the one hand, and organizational and national efficiency and productivity, on the other. Despite certain inefficient practices in the Israeli economy, there is obviously widespread interest in the country in improved efficiency and output.

I also urged Dr. Nevo to consider expanding beyond the college admissions testing into such areas as selection testing for industry, occupational licensing, and the measurement of educational progress in elementary and secondary schools. This last area is a particularly controversial one in Israel. There seems to be even more concern than in the U.S. about "the failure of the schools" and about allegedly illiterate youngsters. Small scale unscientific surveys based on unrepresentative samples are often sensationalized in the press and stimulate heated, highly political debates in the Knesset. The resulting uproars keep the Ministry of Education in constant turmoil. Sound research by NITE could perhaps inject an element of rationality into this process.

I believe that, as a result of this trip, we will probably be receiving visits and correspondence from Israeli psychologists who are applying our methods in Israel. The opportunities to influence NITE's future work may be particularly significant. This may be true even in areas other than those I discussed in Israel. For example, they are interested in assessment centers and in computer-based adaptive testing.

*Frank L. Schmidt is a research psychologist with the Office of Personnel Management and George Washington University.*

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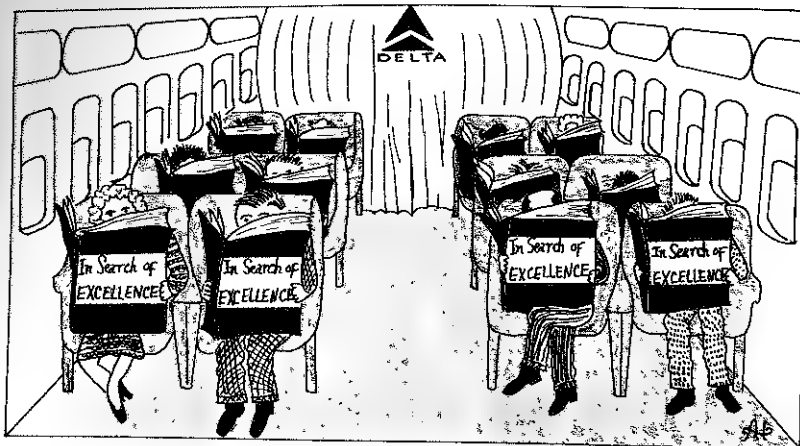
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## STILL SEARCHING FOR EXCELLENCE?



## EXCELLENCE: A TALE OF USELESS THEORIES AND BEARDED PRACTICES

### A CONVERSATION WITH SIDNEY Q. JANUS

By LYNN S. SUMMERS

Boarding Delta flight 621 to Atlanta, I find my way to seat 9E. It's next to a gentleman who is reading over a rough draft of something. Briefcase, suit--clearly a businessman. I strike up a conversation and learn that he is Sidney Janus, a consultant based in Atlanta. We soon turn to the great corporate conversation piece of the moment: Excellence.

**Summers:** I guess you're familiar with *In Search of Excellence*. Seems to be a hot item now. Bet you have to explain it all to your clients.

**Janus:** Yes, I read it with great interest. But my principal client is Delta Airlines, one of the companies Peters and Waterman feature in their *Excellence* book. I don't have to do much explaining.

**Summers:** No kidding. I work for Hardee's, a fast food chain. There's been a lot of talk about the book within our organization.

In fact, Tom Peters spoke at our franchisee convention. He stirred a lot of interest.

**Janus:** It's a global phenomenon. What's happening in your company is happening in many other places.

Our conversation lapses temporarily as the stewardess reads the safety instructions. We watch the runway race past the window--vibrations, rotation, clunk, flight. We resume talking.

**Janus:** There are other books, too. Blanchard and Johnson's *One Minute Manager*. Pascale and Athos' *The Art of Japanese Management*. The thing that strikes me about these fresh works is that they all have "beards." The practices they describe have, for the most part, been around for a long time. We cloak them in different theoretical disguises as we go from generation to generation.

**Summers:** Well, take me back a few years. Where did some of these bearded ideas begin?

**Janus:** Some of them were incorporated in the TWI program--Training within Industry. That was started in 1940 and became part of the War Manpower Commission by order of President Roosevelt in 1942. One of the core ideas of that program was that supervision and training are concurrent, not separate, functions of management. An effective supervisor has to be good at training, in other words. He can't rely on a training specialist to handle all his training situations.

**Summers:** Sure, that's part of the *Excellence* message, and also is consistent with one of the key themes of Harry Levinson's book, *The Exceptional Executive*, which came out in 1968.

**Janus:** That's right. You see, there's an idea with a beard. And I'm sure we could trace that idea back even beyond the TWI program.

**Summers:** What kinds of practices came out of this TWI?

**Janus:** There were three programs that were part of TWI. Supervisors and foremen from industry came in for basic training in Job Instruction, Job Methods, and Job Relations, each program requiring about ten hours.

Job Instruction gave supervisors practice in how to "break in" workers on new jobs. Job Methods helped supervisors simplify and improve methods of doing a job. Job Relations gave supervisors practice in promoting teamwork.

I was looking through my copy of the TWI Program and Policy recently and noticed some peculiarly "modern" ideas. Specifically: Peters and Waterman say that today's best-run companies give a lot of authority and responsibility to individual employees. In TWI's Job Relations section, supervisors were taught that the foundation of productivity was the supervisor-employee relationship. They were taught principles that

sound a lot like what is happening in the excellent companies. Our five fundamentals for effective job relations were:

- Let each worker know how he is getting along
- Give credit when due
- Tell people in advance about changes that will affect them
- Make best use of each person's ability
- People must be treated as individuals.

And all this more than 40 years ago.

**Summers:** Who put together TWI?

**Janus:** Some fine top executives in business and industry, including C. R. Dooley, Walter Dietz, M. J. Kane, and William Conover. I taught a couple of TWI sessions myself before serving in the Navy.

**Summers:** Well tell me how Delta does it.

**Janus:** There are many, many things I could cite--programs, policies, unique events. But I'll just give you one example: The *Delta Digest*--the company's newsletter for employees.

**Summers:** A newsletter? [in condescending tone]

**Janus:** Now I know that sounds rather mundane. But think about the impact of recognition. Peters and Waterman really play it up. It's part of the concept of rewarding individual efforts and showing respect for the individual. Delta's done it for years. Each issue of the newsletter is replete with instances of people going beyond the call of duty to serve the customer. Photos of employees. Comes out once a month. As old-fashioned and mundane as it sounds, it works. It just capitalizes on the powerful effect of recognizing people, in a public forum, for their special efforts.

**Summers:** The newsletter, and all the other things, must get a lot of support from the top.

**Janus:** The company is a reflection of the president's beliefs and behaviors. From the very beginning - with C. E. Woolman, who was president from 1929 up through the 1950s--the president has modelled the principle of recognition. I can remember walking through the hangars with Mr. Woolman. He'd know everyone by name. Of course, that was back when the company was much smaller. But the same principle of individual recognition is played out today by Delta's fifth and current president, Ron Allen. The *Digest* is just one way in which it happens.

**Summers:** What does the organization get out of all these things?

**Janus:** They all have a tremendous effect on individual effort. Remember the *Digest*? --It's full of incidents of undying loyalty and extra effort. What you really get is increased productivity through identification with the company and its mission.

The real blockbuster example here was Project 767. Through voluntary contributions, employees bought a new Boeing 767 and presented the keys to then-president, Dave Garrett, before a crowd of 6500 Delta people. The project was initiated and led by three stewardesses. You probably remember that--it made headlines back in late 1982.

**Summers:** Yeah, I do.

**Janus:** Delta employees have a tremendous sense of family--more so than any other large company I know of. That shows up in their cooperation and concern for quality service. The last union vote was in 1955. Only pilots and flight dispatchers--who represent about 1% of the workforce--are organized. And on the performance side: Delta generally has led the industry in service and profits over the last decade.

We lapsed into silence again as Dr. Janus munched on his complimentary peanuts and quaffed a cup of orange juice. I asked the stewardess what magazines she had and picked out the latest issue of **TIP** from the armful she offered. (///-Ed.)

Somewhat later, as we descended to Atlanta's Hartsfield Airport:

**Summers:** Have you read this article by John Miner on theories? It's rather depressing to think that so much time and effort have gone into developing and researching theories that aren't all that useful after all.

**Janus:** Yes I have read it, and I don't think Miner's conclusions are at all inconsistent with the *Excellence* findings and with my notion that so many of today's effective motivational practices have beards. Miner, after all, was looking at *academic theories*. Peters and Waterman, and we in our conversation here, have been talking about *business practices*. What is really impressive and encouraging is the fact that so many sound practices have been around for so long. We had different labels for them in earlier days, but there is really a remarkable continuity in these practices. The popular press rediscovers them every couple of years, and the academics keep on trying to explain why they work.

*Although the contents of this discussion are factual, the situation was entirely made up. Sidney Q. Janus is a Fellow of the Society of Industrial and Organizational Psychology and heads up his own consulting firm in Atlanta; Delta Airlines has been his prime client for 40 years. Lynn S. Summers is Vice President of Training and Management Development at Hardee's Food Systems and a member of TIP's editorial board.*

## **SCHIZOPHRENIA IN MANAGERIAL EXCELLENCE**

### **OR WHY I AM STILL BORROWING MONEY FOR THE KIDS' TUITION**

**By DAVID P. CAMPBELL**

I have three close friends who have made themselves several million dollars by being superb managers; they all have different personalities, but I have noticed that they do have one mildly schizophrenic trait in common. I know three other self-made millionaires, not nearly as well, but they also seem to have this same trait. While six people is not a sufficient foundation for a new psychological theory, this one consistency among these highly unusual people strikes me as central to their success and may well merit further study.

Let me tell you three anecdotes to illustrate the point.

I was sitting in a hotel bar one afternoon with one of these friends; he was explaining to me his latest venture. The bar belongs to him as part of his network of properties in what he calls "The Hospitality Industry."

My friend has a coiled-spring intensity about him, and he was hunched over a paper napkin rapidly outlining the components of his newest deal. My eyes were semi-glazed because he was using numbers with more zeros behind them than I am accustomed to. I listened with fascination as he sketched in his strategy, using terms such as "option-to-buy," "accelerated depreciation," "balloon payments," and "off-setting cash flow," and it occurred to me that he wasn't pushing numbers around on the napkin as much as he was manipulating concepts.

As we were talking, the bartender, cleaning up behind the bar, dropped a glass and smashed it. "Damn," said my friend without raising his head, "another wasted 38¢," and he went right on with his discussion of \$75,000 here and \$250,000 there.

I sat there thinking, "Worrying about 38¢ in the context of several hundred thousand dollars is weird ... but that's why he's rich and I'm still borrowing money for the kids' tuition."

The second episode happened when I was sitting in on a Board of Directors meeting of a publicly-held printing company where I am acquainted with the CEO. The CEO has a powerful personality, and though he is a better listener than most of the dominant corporate types I have known, he in fact owns enough

of the company stock so that the Board of Directors is guaranteed not to make waves.

One of the items on the Board's agenda was "The New Equipment Acquisitions Budget," and an operating manager was making a presentation recommending the purchase of two new presses, one for \$180,000, the other for \$620,000. He had obviously well-researched the situation, had the payback schedules and other facts available, and the CEO clearly supported this acquisition. So the normal perfunctory motion was made and passed. I sat there thinking, "Hey, why didn't they even ask the obvious question, 'What's the difference between these presses? One costs \$180,000, the other \$620,000; why?'" But the question didn't come up and they went on to other business, which included a discussion of the salary of the fellow in the mailroom. He had been there a long time, and was apparently doing the job well. The issue was that he was making \$4.65 an hour, but he had an offer for another job at \$5.15 an hour and was thinking of leaving. After a longer discussion on this topic than was conducted on the presses, the CEO said, "I know we can fill that job for \$4.65 an hour -- if he can better himself elsewhere, we'll have to let him go."

I thought to myself, "To worry about 50¢ an hour when you have just spent almost a million bucks on presses is weird ... but that's why he's rich and I'm still borrowing money ... etc."

(In writing this now, I cannot recall the context of why such a trivial salary issue reached the Board in the first place, but I do remember the discussion vividly.)

The third example occurred when I was being shown around the new building of one of the country's largest mailorder operations. My friend, the owner, was very proud of his completely automated office and centralized computer installation. As I recall, the computer, related terminals, and warehouse equipment cost something over \$1 million. While we were wandering through, he said to me, "Have you seen our new catalog yet?" I said no, so he asked one of his passing subordinates to bring him one. A few minutes later, the subordinate caught up with us and handed him two catalogs. My friend took one, handed it to me, and then handed the other one back to the subordinate and said, in distinctly icy tones, "I only asked for one. Please put this copy back in stock." His displeasure at the implied waste was obvious.

I thought once again, "Worrying about a wasted mail-order catalog when you have just bought enough computer equipment to run a good-sized bank is weird ... but that's why he's rich and I'm still borrowing ... etc."

These three anecdotes illustrate this peculiar managerial schizophrenia that I have often noted in the behavior of people

capable of amassing large sums of money. They revel in the bold move, in the orchestration of hundreds of thousands of dollars of new assets, but they are equally aware of the 38¢ glass, the excessive 50¢ per hour, and the wasted catalog. I suspect it is not the specific waste as much as it is the general concept. "Instinctive Thrift" is another important concept to be manipulated, equal in impact to "Accelerated Depreciation" or "Off-Setting Cash Flow." To them, there is no schizophrenia here, just another crucial factor.

A final story documenting the same point came from a man I never met, but whose name is prominent in the life of our Center, H. Smith Richardson, Sr. He built the Richardson-Vicks empire and was the founder of the Smith Richardson Foundation, which funds us. One of his long-time subordinates told me the following story.

He and Mr. Richardson were in New Orleans many years ago on a business trip and at the end of the day were relaxing in the hotel lounge. When they were leaving, Mr. Richardson asked for the check; it as for 92¢. He turned to his young colleague and said, "I want to show you something," then asked the waitress, "How much are the drinks?"

"Forty-five cents each," she replied.

"Why is the bill 92¢?"

She answered, "The bill is for two drinks, plus two cents tax."

Mr. Richardson asked, "At what point does the tax begin?"

She replied, "At 50¢."

"There's no tax under 50¢?" he asked.

"That's right."

He winked at his protege and said to the waitress, "Would you please bring us separate checks?"

She brought them separate checks for 45¢ each, a total of 90¢, which they paid, saving two cents. Mr. Richardson said, as they walked out, "Don't knock the pennies -- they may keep you from going broke some day."

Which is why, when he died, he left behind several hundred million dollars ... and why I'm still borrowing money for the kids' tuition.

*David P. Campbell is Smith Richardson Senior Fellow at the Center for Creative Leadership (CCL) in Greensboro, N.C. and a member of the TIP editorial board. This article was reprinted from CCL's newsletter, Issues and Observations.*

## The 32nd Annual

### INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS

Sponsored by the Society for  
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Thursday, August 23, 1984

Toronto, Canada

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## WORKSHOP SCHEDULE

Thursday, August 23, 1984

Toronto, Canada

Registration ..... 8:15 a.m.- 9:00 a.m.  
Morning Sessions ..... 9:00 a.m.-12:30 p.m.  
Lunch ..... 12:30 p.m.- 1:30 p.m.  
Afternoon Sessions ..... 1:30 p.m.- 5:00 p.m.  
Reception ..... 5:30 p.m.- 7:30 p.m.

- Section I ORGANIZATIONAL CULTURE CHANGE: PLANNING  
AND EXECUTING A PARTICIPATIVE MANAGEMENT/  
EMPLOYEE INVOLVEMENT STRATEGY  
**Paul A. Banas and Richard L. Schneider**
- Section II A BEHIND-THE-SCENES VIEW OF BEHAVIORAL  
IMPROVEMENT PROGRAMS  
**Judith L. Komaki**
- Section III EEO UPDATE  
**W. Carol Jordan and Richard D. Arvey**
- Section IV CONTEMPORARY CLINICAL APPLICATIONS IN  
ORGANIZATIONAL SETTINGS  
**Ted Ballard, Karen Calhoun, Joel Moses,  
and Jodi Kassoover**
- Section V COMPARABLE WORTH AND EMPLOYMENT  
COMPENSATION PRACTICES  
**Thomas A. Mahoney and Donald P. Schwab**
- Section VI PERFORMANCE MANAGEMENT AND APPRAISAL  
SKILLS  
**Marshall Sashkin**
- Section VII JOB ANALYSIS: APPLICATIONS TO EFFECTIVE  
HUMAN RESOURCE MANAGEMENT  
**Ronald C. Page and Walter W. Tornow**
- Section VIII THE PSYCHOLOGIST'S ROLE IN SUCCESSION  
PLANNING  
**Melvin Sorcher**
- Section IX ISSUES IN IMPLEMENTING AND VALIDATING  
ASSESSMENT CENTERS  
**George P. Hollenbeck and Peter D. Wentworth**

## SECTION I (Full Day) ORGANIZATIONAL CULTURE CHANGE: PLANNING AND EXECUTING A PARTICIPATIVE MANAGEMENT/EMPLOYEE INVOLVEMENT STRATEGY

**Paul A. Banas**  
Ford Motor Company

**Richard L. Schneider**  
Ford Motor Company

This workshop will focus on the meaning of corporate culture change within a multi-national company and examine the driving forces, guiding models, and company initiatives that have facilitated the change process. The participative management/employee involvement strategy will be explained and its application to both unionized hourly employees and non-unionized salaried employees will be discussed.

Real-life projects will be used to illustrate the general power of the change models, the restraining forces operating, and the lessons learned through extensive experience. Numerous concept papers, educational publications, and training materials will be provided to participants. The workshop will appeal to anyone who considered her/himself a change agent responsible for guiding management in "inducing" organizational culture change through a participative strategy.

The presentation format will be lecture and discussion with time set aside for consultation on specific issues raised by participants.

**Paul A. Banas** is Manager, Personnel Research, Corporate Staff, Ford Motor Company. He was a prime architect of the conceptual framework and strategy underlying the UAW-Ford Employee Involvement Process which has gained international prominence. He has consulted on organizational culture change at Ford facilities throughout the world.

**Richard L. Schneider** is Manager, Training and Employee Involvement, Body and Assembly Division, Ford Motor Company. He has been instrumental in the successful implementation of organizational culture change in over 20 manufacturing locations.

Coordinator: **Raymond H. Johnson**, Ford Motor Company

## SECTION II (Full Day) A BEHIND-THE-SCENES VIEW OF BEHAVIORAL IMPROVEMENT PROGRAMS

**Judith L. Komaki**  
Purdue University

Work motivation continues to be a topic of concern to many organizations. The applied behavior analysis or operant conditioning approach--with its emphasis on the specification and measurement of performance, the judicious arrangement of performance consequences, the use of within-group research designs--has demonstrated its viability as an effective motivational strategy.

This workshop takes a behind-the-scenes look at these improvement programs, illustrating how they are actually developed and implemented. The workshop leader will focus on:

- How to analyze performance problems
- How to measure performance fairly and accurately
- How to evaluate program effectiveness



During this one-day workshop, the leader will outline the step-by-step procedures used, give illustrations from her recent work, and provide opportunities for participants to actually apply the techniques. Readings will be required prior to the workshop.

The workshop is designed for the I/O psychologist employed in business, industry, government, or educational settings.

**Judith L. Komaki** is an Associate Professor of Psychological Sciences at Purdue University. She has extensive experience developing behavioral programs in settings ranging from retail organizations to the U.S. Marine Corps. Presently she is attempting to determine what things effective managers do differently.

Coordinator: **Howard C. Carlson**, Fisher Body Division, G.M.

### SECTION III (Half Day) EEO UPDATE

**W. Carl Joran**  
Vinson & Elkins

**Richard D. Arvey**  
University of Minnesota

This workshop will focus on recent and ongoing legal cases dealing with topics of major concern to researchers and practitioners in the Personnel/Human Resource areas. As such, the workshop leaders will deal with recent litigation in the broad areas of age, sex, and race employment discrimination as well as focus more narrowly on such concerns as job analysis, performance appraisal, reduction in force, testing practices, age discrimination in promotion, and so forth. To ensure adherence to the principles of equal employment opportunity in the context of sound management practices, guidelines and criteria for these areas will also be presented.

While we will deal with the Uniform Guidelines on Employee Selection Procedures, greater emphasis will be placed on ongoing and recent litigation.

Workshop participants should be familiar with the basic principles of personnel selection and evaluation and, more generally, with some of the fundamentals of EEO laws and requirements.

**Richard D. Arvey** received his Ph.D. from the University of Minnesota in 1970. He has taught at the Universities of Tennessee, California-Berkeley, and Houston. Currently, he is a Professor at the Industrial Relations Center, University of Minnesota. Arvey has been active in researching and writing in the broad areas of bias and discrimination in employment and is the author of *Fairness in Selecting Employees*. He has also been recently active in areas of bias in the employment interview, comparable worth, sexual harassment, and other current employment issues.

**W. Carl Jordon** is a Partner in the law firm of Vinson and Elkins, Houston, Texas. He attended Baylor University for his undergraduate degree and received his law degree from Harvard Law School in 1974. He practices exclusively in labor and employment areas and litigates in the EEO domain. He is one of the contributing authors to Schlie and Grossman's latest update of *Employment Discrimination Law*.

Coordinator: **Larry M. King**, SOHIO

### SECTION IV (Half Day) CONTEMPORARY CLINICAL APPLICATIONS IN ORGANIZATIONAL SETTINGS

**Ted Ballard**  
Atlanta

**Karen Calhoun**  
University of Georgia

**Joel Moses**  
AT&T

**Jodi Kassover**  
Colorado Springs

Why aren't clinical methods used more extensively in organizations? This workshop is intended to provide participants with an exposure to contemporary uses of clinical methods in organizations. The topics covered will range from the use of clinical judgment in assessment centers to applications in behavior modification, outplacement, relocation, career planning and career counseling, feedback, management development, and organizational interventions.

In addition, the panelists will discuss boundary issues affecting I/O and clinical practice. These include ethical issues of confidentiality, rights of refusal, access to data, etc.

The utility of clinical methods will be examined from two perspectives: the use of clinical psychologists in organizations, and the clinician's perspective when working in organizations.

The workshop leaders represent a broad array of clinical and I/O experience. All four workshop leaders have been actively involved with AT&T's Advanced Management Potential Assessment Program.

**Ted Ballard**, Ph.D., is a Clinical Psychologist in private practice in Atlanta, Georgia, who has been active in Management and Organizational Development for the last 12 years. Ted is editor of *The Georgia Psychologist*.

**Karen Calhoun**, Ph.D., is a Professor and Director of Clinical Training at the University of Georgia. She has co-edited three books in Behavioral Assessment and Behavior Therapy.

**Jodi Kassover**, Ph.D., is a Clinical Psychologist in private practice in Colorado Springs, and is a member of the Colorado Board of Examiners. She also works extensively in organizational settings and is on the faculty of the Center for Creative Leadership.

**Joel Moses**, Ph.D., is Manager of Management Continuity Research and Programs at AT&T and is Director of its Advanced Management Potential Assessment Program.

Coordinator: **Phillip B. DeVries**, Richardson-Vicks, Inc.

### SECTION V (Half Day) COMPARABLE WORTH AND EMPLOYMENT COMPENSATION PRACTICES

**Thomas A. Mahoney**  
Vanderbilt University

**Donald P. Schwab**  
University of Wisconsin-Madison

Comparable worth has been termed "the issue of the 1980s" by Eleanor Holmes Norton, former Commissioner of the EEOC. But comparable worth has been ill defined and examination of the issue suffers in consequence. Put too briefly, comparable worth refers to a proposition that jobs which are comparable (equivalent) in worth should be compensated equivalently. Failure to pay equivalently predominantly female jobs which are of comparable worth, it is

argued, constitutes discrimination. To some, the lack of equal pay for jobs of comparable worth is the cause for employed women receiving only 60% of the earnings of employed men. To others, comparable worth has been and continues to be the primary basis for pay determination in practice. Continuing litigation, as in the recent Washington State settlement estimated at over \$1 billion, is assured as the issue of comparable worth is examined in charges of wage discrimination.

This workshop reviews the history of the comparable worth concept in practice and in legislation, the philosophical and practical issues involved. Alternative approaches to the determination of relative worth of jobs are examined. Challenges to job evaluation as a measure of worth and approaches being taken to establish the validity of job evaluation will be examined. Economic, social, and psychological aspects of the issue will be explored.

**Thomas A. Mahoney** is the Francis Hampton Currey professor of organization studies and professor of management at Owen School. Prior to coming to Vanderbilt, Professor Mahoney served on the faculty of the University of Minnesota for 26 years as professor of industrial relations. Professor Mahoney has taken on numerous consulting assignments. He is the editor of *Academy of Management Journal* and the author of *Building the Executive Team: Compensation and Reward Perspectives*, and numerous articles in management professional journals.

**Donald P. Schwab** is a Donald C. Slichter Research Professor in the Graduate School of Business with a joint appointment in the Industrial Relations Research Institute at the University of Wisconsin-Madison. His Ph.D. was obtained from the University of Minnesota, where he majored in industrial relations. Professor Schwab teaches and researches in the personnel/human resources area. Much of his recent research has been on the comparable worth issue, with emphasis on the role of job evaluation.

Coordinator: **Ronald A. Ash**, University of Kansas

#### **SECTION VI (Half Day) PERFORMANCE MANAGEMENT AND APPRAISAL SKILLS**

**Marshall Sashkin**  
The University of Maryland

This workshop centers on the skills that managers must have, if performance appraisal programs are to be effective, and how to develop such skills. It is assumed that the basic aims of appraisal programs generally are within the three areas defined by Douglas McGregor: letting employees know where they stand, providing feedback and coaching for employee development, and generating valid information for management decisions. Rating and psychometric issues will *not* be examined. Rather, the focus will be on interpersonal communication in the context of performance planning (setting performance expectations and goals), performance development (coaching), and performance appraisal (giving feedback). The specific skills required for effective management of performance in these three areas will be defined and examined. Skill training and development methods will be presented and discussed in detail. Specific skill development techniques included will be video modeling tapes, guided practice of micro skills, and simulations and role play exercises.

**Marshall Sashkin** is a professor of Industrial and Organizational Psychology at the University of Maryland University College Graduate School in College Park, Maryland. He earned his Ph.D. in organizational psychology at the University of

Michigan. With seven books and over 25 articles in scholarly journals, Marshall is senior author of *Organizational Behavior: Concepts and Experiences*, just published by Reston Publishing Company, and editor of the quarterly research and practice journal *Group & Organization Studies*. His background is in group dynamics, including leadership and problem solving, human relations training, and organization development; he has consulted on these issues with a wide variety of public and private organizations. He is author of *Assessing Performance Appraisal* (University Associates, 1981) and teaches and consults on performance appraisal systems.

Coordinator: **Gary P. Latham**, University of Washington

#### **SECTION VII (Half Day) JOB ANALYSIS: APPLICATIONS TO EFFECTIVE HUMAN RESOURCE MANAGEMENT**

**Ronald C. Page**  
Control Data Business Advisors

**Walter W. Tornow**  
Control Data Business Advisors

This workshop will focus on how job analysis may be applied to foster effective human resource management systems. Applications of job analysis information include staffing, training, performance appraisal, and compensation.

The seminar will provide a brief overview of different job analysis approaches and will then concentrate on the procedures and results of the job-oriented, questionnaire-based job analysis approach. Using a how-to-do-it framework, the authors will review some of their research and experience at Control Data and other companies on how job analysis can be used to help foster an integrated human resource management system. However, special emphasis will be given to management job analysis and to job evaluation applications of job analysis.

The workshop will be geared primarily toward the practitioner, persons who are responsible for developing or administering job analysis and its applications. However, it will also address issues of interest to persons performing applied research in organizations involving job analysis.

**Ronald Page** is Manager, Job Analysis Services at Control Data Business Advisors. He has been instrumental in Control Data's adoption of a quantitative, questionnaire-oriented method of job analysis, and job evaluation. He received his Ph.D. in counseling psychology from the University of Minnesota and is accredited by the Personnel Accreditation Institute as a Personnel Diplomat (APD) in personnel research.

**Walter Tornow** is Vice President and Executive Consultant at Control Data Business Advisors. He has a number of publications on job analysis and has been a practitioner for over 10 years. He received his Ph.D. in Industrial/Organizational psychology from the University of Minnesota. He is an Accredited Personnel diplomat (APD).

Coordinator: **Paul D. Oeltjen**, Bell Canada

## SECTION VIII (Half Day) THE PSYCHOLOGIST'S ROLE IN SUCCESSION PLANNING

**Melvin Sorcher**  
Richardson-Vicks, Inc.

The objective of this workshop is to give psychologists the tools, a system, and the confidence to actively contribute to executive succession planning.

Issues related to executive succession planning, criteria, and prediction will be outlined as a framework for the workshop. Within this framework, we will examine a longitudinal process, some techniques and tools, the people responsible for evaluations and selection decisions, how to test candidates for senior positions, how to put balance into your recommendations, predicting future performance, and preparing for new appointments.

The method of presentation will combine a review and discussion of issues and organizational acumen, description of techniques and tools--and an exercise to demonstrate them, an examination of the intentions and aspirations of staff psychologists, and an exercise on predicting future performance and presenting your recommendations.

The recommended audience is staff psychologists in organizations since senior executives are usually selected from inside; external consultants should not attend. Since the process of succession planning is typically not one which includes external consultants, the workshop will focus on the role of psychologists internal to an organization rather than on consulting psychologists in general.

**Melvin Sorcher** is the Director of Management Development at Richardson-Vicks, Inc. Prior to this, he was Manager of Personnel Research at General Electric. He received a Ph.D. in psychology from Syracuse University. He has written over 20 articles, contributed chapters to five books, and co-authored two books, including the pioneering book on behavior modeling: *Changing Supervisor Behavior*. He is currently preparing a book on the selection of senior executives. In addition to these publications, he has consulted extensively in the United States, Europe, Africa, and South America. Dr. Sorcher was the recipient of the 1978 Professional Practice Award from the Industrial and Organizational Psychology Division of the American Psychological Association for his development and implementation of the behavior modeling process.

Coordinator: **Patricia A. Sanders**, Shell Oil Company

## SECTION IX (Half Day) ISSUES IN IMPLEMENTING AND VALIDATING ASSESSMENT CENTERS

**George P. Hollenbeck**  
Merrill-Lynch & Co., Inc.

**Peter D. Wentworth**  
Merrill-Lynch & Co., Inc.

In determining the feasibility of an assessment center or simulation exercise within a given organizational context, several complex issues related to implementation and validation must be addressed to insure ultimate success.

This workshop will focus on practical considerations in implementing and validating assessment centers and simulation exercises. Brief presentations, videotapes, and in-depth discussions centering around actual case histories will be provided. Participants will gain a working knowledge of the issues to be considered and a framework by which they can evaluate and choose strategies for successful implementation and validation of such programs.

Participants should be practitioners who have a basic knowledge of assessment center theory and practice, and who are interested in developing (or who are currently using) such methods in their own organizations.

**George P. Hollenbeck** is Director of Corporate Human Resources Division of Merrill-Lynch & Co., Inc. Prior to joining Merrill-Lynch in 1974, George held personnel research positions at IBM and The Psychological Corporation. In 1970 he was awarded the J. McKeen Cattell Fellowship and spent the academic year as a research fellow at the University of California at Berkeley. He is a Diplomate of the American Board of Professional Psychology and a member of the Northeast Regional Examining Board of ABPP.

**Peter D. Wentworth** is an organizational research consultant in the Corporate Human Resources Division of Merrill-Lynch & Co., Inc. He is responsible for the development and design of programs on key human resource issues such as selection, performance management, employee attitudes and morale, turnover, and organizational effectiveness. He received his Ph.D. in Industrial/Organizational Psychology in 1982 from Wayne State University.

Coordinator: **William H. Macey**, Personnel Research Association

## TAPE EQUIPMENT WANTED

If anyone knows an organization that would be willing to donate the equipment and personnel needed to videotape or audiotape one of the workshops in Toronto, the Continuing Education and Workshop Committee would like to hear from you. Contact **Stan Silverman, Organizational Consulting Group, 483 Overwood Rd., Akron, Ohio, Phone: 216 836-4001.**

## UP THE CONVENTION HOURS

Give Division 14 as your primary affiliation when you register for the APA convention. Our future number of convention hours may depend on it.

## GRADUATE PROGRAMS SURVEY

A new 1982 *Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior* is now available. Copies may be obtained from the Chair of the Education and Training Committee, **Daniel Ilgen, Department of Psychology, Michigan State University, East Lansing, Michigan 48824.**

**REGISTRATION**  
**32ND ANNUAL APA DIVISION 14 WORKSHOPS**

Thursday, August 23, 1984

Toronto, Canada

NAME (Please Print) \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

\_\_\_\_\_

PHONE (     ) \_\_\_\_\_ EXT. \_\_\_\_\_

APA DIVISION MEMBERSHIP(S) \_\_\_\_\_

**A Note to Registrants:** Section I and II of this year's workshops have been designed as day-long workshops. The remaining are all half-day workshops. Based upon your choices you will be assigned to one full-day workshop or two half-day workshops.

Section #

My first choice: \_\_\_\_\_

My second choice: \_\_\_\_\_

My third choice: \_\_\_\_\_

My fourth choice: \_\_\_\_\_

My fifth choice: \_\_\_\_\_

Registration is on a first-come, first-serve basis. All workshops will be limited to 25 participants.

\$135--Division 14 Members and Student Affiliates

\$175--APA Members

\$210--Non-APA, Non-Division 14 Members

Fee includes: All registration materials, lunch, social hour. Additional tickets for social hour are \$10 per guest.

Please make check or money order payable to: APA Division 14 Workshop Committee. Mail form and registration fees to:

**Richard J. Ritchie, Treasurer**

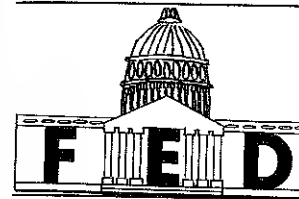
**Division 14 Continuing Education and Workshop Committee**

**48 West Springtown Road**

**Long Valley, New Jersey 07853**

**(201) 221-5172 (Office)**

**(201) 876-4548 (Home)**



**Fair Employment  
Developments**

James C. Sharf

**Office of Technology Assessment Reviews  
Polygraph Validity Evidence**

In February, President Reagan withdrew key parts of a controversial national security directive he issued in the Spring of '83 authorizing widespread use of polygraph testing. The Administration's professed concern in issuing the directive was safeguarding classified information as well as plugging "leaks" of sensitive information to the press by government employees. Last year, Congress blocked implementation of the directive until this Spring.

The proposed national security directive would have encouraged agencies to use lie detectors to track down "leaks" and would have imposed lifetime censorship on about 128,000 government employees having security clearance to classified information. Under the withdrawn directive, present as well as former employees would be required to submit all writings and speeches to government censors for approval. (Such a requirement is presently in effect in the intelligence community (CIA & NSA)). The directive would have also repealed a policy that prevented agencies from penalizing employees who refuse to take polygraph examinations.

As a consequence of public reaction including the vocal concerns of the civil liberties groups, the Office of Technology Assessment was called on by Congress to sort out the issues directly related to the scientific validity of the polygraph. The 125 page report reviewed both field and laboratory studies of the validity of polygraph examining and made the following points.

"This technical memorandum presents the results of the Office of Technology Assessment's (OTA) review and assessment of the scientific evidence on the validity of polygraph testing. . . (and) is intended to assist the (House Committee on Government Operations) committee in its deliberations on proposed changes in polygraph use by the Federal Government."

"The OTA memorandum is limited to a critical review and evaluation of prior research. The memorandum does not consider, in detail, other polygraph issues such as utility, ethics, impact on employee morale and productivity, privacy, and constitutional rights. The technical memorandum, instead, focuses on the nature

and application of polygraph tests, scientific controversy over polygraph testing, data from field and simulation studies, and factors that affect test validity."

"OTA found that Federal Government use of polygraph tests has more than tripled over the last 20 years, with about 23,000 examinations conducted in 1982 compared to about 7,000 exams in 1973. Current use now exceeds the previous known peak level of use (about 20,000 exams) in 1963. In all Federal agencies except the National Security Agency (NSA) and the Central Intelligence Agency (CIA), more than 90 percent of polygraph testing in 1982 was for criminal investigations. Only NSA and CIA make significant use of the polygraph for personal security screening - preemployment, preclearance, periodic, or aperiodic - to establish initial and continuing eligibility for access to highly classified information..."

"The March 1983 draft proposed revisions to the DOD polygraph regulations authorize the use of polygraph tests to determine initial and continuing eligibility of DOD civilian, military, and contractor personnel for access to highly classified information. . . Also, the proposed revisions to DOD (regulations) provide adverse consequences for refusal to take a polygraph examination, when established as a requirement for selection or assignment or as a condition of access. Refusal to take an examination may, after consideration of other relevant factors, result in nonselection for assignment or employment, denial or revocation of clearance, or reassignment to nonsensitive position."

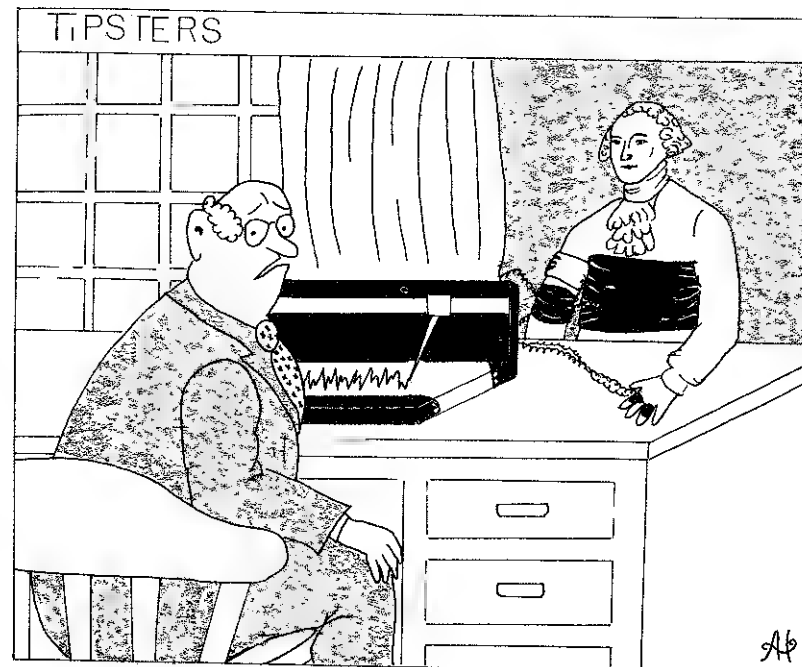
### Polygraph Validity

"A major reason why scientific debate over polygraph validity yields conflicting conclusions is that the validity of such a complex procedure is very difficult to assess and may vary widely from one application to another. The accuracy obtained in one situation or research study may not generalize to different situations or to different types of persons being tested. Scientifically acceptable research on polygraph testing is hard to design and conduct."

"OTA concluded that the available research evidence does not establish the scientific validity of the polygraph test for personnel security screening. . . OTA recognizes that NSA and CIA believe that the polygraph is a useful screening tool. However, OTA concluded that the available research evidence does not establish the scientific validity of the polygraph for this purpose."

"OTA found meaningful scientific evidence of polygraph validity only in the area of investigations of specific criminal incidents. However, OTA concluded that, even here, findings about polygraph validity must be qualified. This is because prior research has used widely varying types of questions, examiners, and examinees, among other differences. And there is, to date, no consistently used and accepted methodology for polygraph research. Also, the cases selected in field studies and situations simulated in analog studies may not be representative of most actual polygraph testing conditions. Therefore the ability to generalize from the results of prior research is limited. . . Overall, the cumulative research evidence suggests that when used in criminal investigations, the polygraph test detects deception better than chance, but with error rates that could be considered significant."

"In a typical criminal investigation, the polygraph, if used at all, is used only after prior investigation has been completed, and a prime suspect or suspects have been identified. To the extent polygraph use in unauthorized disclosure investigations would be similar, then the available research provides some evidence of polygraph testing validity. However, for so-called "dragnet" screening where a large number of people would be given polygraph tests in the investigation of unauthorized disclosures, relevant research evidence does not establish polygraph testing validity. There has been no direct scientific research on this application."



"The machine says he did *not* chop down the cherry tree!"

"Advocates of polygraph testing argue that thousands of polygraphs have been conducted which substantiate its usefulness in criminal or screening situations. Claims of usefulness, however, are often dependent on information (e.g., confessions and admissions) obtained before or after the actual test, and on its perceived value as a deterrent."

"Theoretically, polygraph testing - whether for personnel security screening or specific-incident investigations - is open to a large number of countermeasures, including physical movement or pressure, drugs, hypnosis, biofeedback, and prior experience in passing an exam. The research on countermeasures has been limited and the results - while conflicting - suggest that validity may be affected. OTA concluded that this is particularly significant to the extent that the polygraph is used and relied on for national security purposes, since even a small false negative rate (guilty person tested as nondeceptive) could have very serious consequences."

"OTA concluded that the mathematical chance of incorrect identification of innocent persons as deceptive (false positives) is highest when the polygraph is used for screening purposes. The reason is that, in screening situations, there is usually only a very small percentage of the group being screened that might be guilty. So, in a typical situation, there may be, perhaps, one person per 1,000 engaged in unauthorized activity. Therefore, even if one assumes that the polygraph is 99 percent accurate, the laws of probability indicate that one guilty person would be correctly identified as deceptive but 10 persons would be incorrectly identified (false positives). This potential problem has not been researched in field or analog studies and clearly warrants attention."

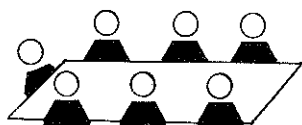
"The focus of the OTA technical memorandum is not whether the polygraph test has been useful, but whether there is a scientific basis for its use. OTA



concluded that, while there is some evidence for the validity of polygraph testing as an adjunct to criminal investigations, there is very little research or scientific evidence to establish polygraph test validity in screening situations, whether they be preemployment, preclearance, periodic or aperiodic, random, or "dragnet." Substantial research beyond what is currently available or planned would have to be conducted in order to fully assess the scientific validity of the (Presidential) National Security Directive, Department of Defense and administration polygraph proposals."

*Scientific Validity of Polygraph Testing: A Research Review and Evaluation - A Technical Memorandum* (Washington, D.C.: U.S. Congress, Office of Technology Assessment, OTA-TM-H-15, November 1983) is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

*James C. Sharf is Vice President of Richardson, Bellows, Henry & Co. and a member of TIP's editorial board.*



## Committees

### Long Range Planning < > Sheldon Zedeck

At the January 1984 Executive Committee meeting, LRP recommended and the Executive Committee approved the establishment of an administrative assistant position and office to be housed at the University of Maryland. Ben Schneider (President-Elect) and Irv Goldstein (Chair, Mid-Year Conference Committee) assumed responsibility for the selection, training, and supervision of the new administrator. Given the many directions and endeavors now pursued by the Society, this individual should have lots to do. Watch future issues of **TIP** for an announcement of the appointment.

LRP is now turning its attention to new roles for the Secretary-Treasurer, organization-academic exchange of psychologists, and consideration of the formation of interest groups within the Society. If you have any comments on these activities, or would like LRP to consider other issues, write to **Sheldon Zedeck, Department of Psychology, University of California, Berkeley, CA 94720** or call (415) 642-7130.

### Yearbook

### < > Raymond A. Katzell

The terms of office for Editorial Board members were set as follows: John Campbell, 1983-88; Richard Campbell, 1983-87; Edwin Fleishman, 1983-86; Irwin Goldstein, 1983-86; J. Richard Hackman, 1983-87; Raymond Katzell, 1983-88; Lyman Porter, 1983-87; and Victor Vroom, 1983-86. Replacements for members who rotate off the Board will hereafter serve 5-year terms.

The Board recommended acceptance of Jossey-Bass as publishers for *Frontiers of Industrial and Organizational Psychology*. A contract to that effect was subsequently negotiated by the Society's Emergency Action Committee. The agreement will be renewed automatically on a year-to-year basis unless either party gives a year's written notice of discontinuation.

A policy was adopted of having each volume address the cutting edge of theory, research, and application in a specific area of I/O psychology. Some topics may be repeated every 8 or 9 years, but they will be interspersed with "hot" topics such as high tech and robotics applications. The principal target audience would comprise the members and associates of the Society, with the expectation that there would also be numerous interested readers among graduate students, OB and OD specialists, human resources people, etc.

The following topics were identified as those most suitable for the first three volumes: Organizational Careers (1985), Productivity Improvement (1986), and Training and Development (1987). Editors for these volumes, respectively, will be Douglas T. Hall, John P. Campbell, and Irwin L. Goldstein.

### Program

### < > Paul R. Sackett

#### CONVENTION PREVIEW

This year's convention should not be missed. The program committee has just completed the task of evaluating nearly 200 submissions and has selected 20 symposia and 45 papers for presentation this August in Toronto. While the complete Division 14 program will appear in the next **TIP**, here are a few highlights to whet your appetite.

## Program Content

One feature of this year's convention will be a series of symposia featuring panelists who take different, and often opposing, views on controversial topics. Included in the "Current Controversies" series are sessions dealing with:

**Validity Generalization: Is It Psychometrically Sound, and What Is Its Value To Practitioners?**, with panelists including Frank Schmidt, John Hunter, Jerard Kehoe, Mark Davison, Jim Breaugh, and Paul Muchinsky;

**Executive Growth and Change: What's Reasonable To Expect?**, with panelists including Morgan McCall, Gene Cattabiani, Don Super, Ann Morrison, Doug Bray, and Lowell Hellervik;

**Utility: Measures, Models, and Management**, with panelists including Wayne Cascio, John Boudreau, Frank Schmidt, Ralph Alexander, and Steve Wroten;

**Industrial Assessment and Personality Psychology**, with panelists including Howard Weiss, Ann Howard, Robert Hogan, Peter Lifton, and Marvin Dunnette;

**Criteria and Measurement Issues Underlying Comparable Worth**, with panelists including Don Schwab, Ernie McCormick, Sara Rynes, Helen Remick, and Dick Jeanneret; and

**Moderator Variables: An Exposition and Debate of Controversial Issues**, with panelists including Sheldon Zedeck, Hugh Arnold, Lawrence James, Gene Stone, and Larry Peters.

The convention will also feature addresses by Bill Owens, winner of the Distinguished Scientific Contribution Award, and Ed Fleishman, winner of the Professional Practice Award. Invited addresses will be given by Gene Cattabiani, executive vice-president of Westinghouse Corporation, on "Participative Management: A Line Executive's View", and by Marv Dunnette, on "I/O Psychology in the '80: Fads, Fashions, and Folderol Revisited."

## Presentation Guidelines

In addition to high quality program content, we're also trying for high quality in the stylistic aspects of the presentations. Toward that end, the following guidelines have been sent to all presenters:

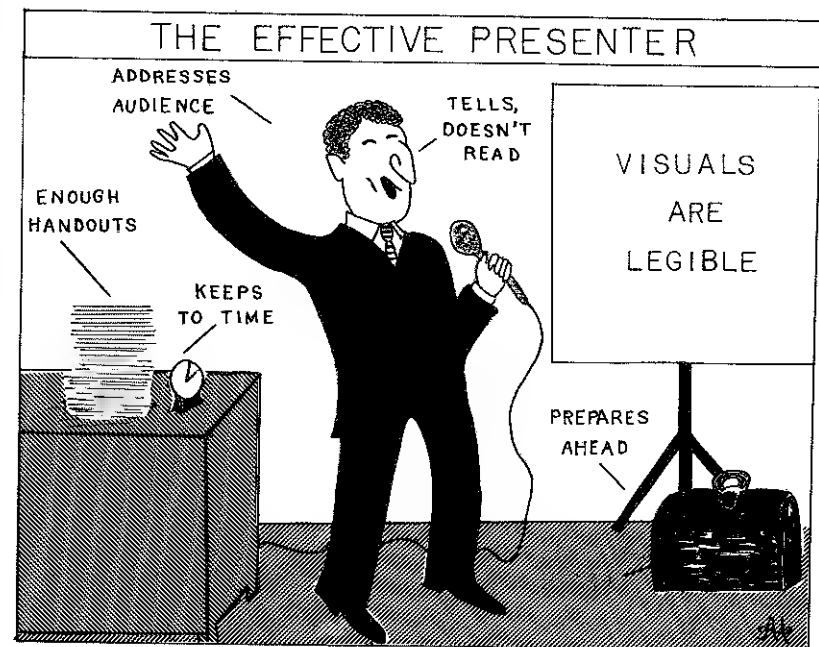
1. Most Division 14 sessions are held in large rooms. At a distance of 100 feet, overheads printed in standard typefaces will not be legible. Three or four lines of material in large boldface type are all that can safely be included on an overhead. If you

plan to present lots of data (e.g., a correlation matrix), prepare a handout.

2. If you plan to use handouts, note that attendance at Division 14 sessions is most commonly in the 200-400 range. Select material judiciously, find a reducing copier, make two sided copies: reduce a 4 page handout to 1 or 2 pages and bring enough for everybody. Asking people to share doesn't work: everyone wants his or her own copy.

3. A survey of a convenience sample of Division 14 members identified the following concerns about presentations: (a) apparent lack of rehearsal and preparation, (b) reading a manuscript verbatim, (c) ignoring time limits, and (d) failure to recognize audience diversity (e.g., use of jargon, not giving the 'big picture' for non-specialists in an area). With a bit of effort, these problems can be eliminated.

4. As session chair, keep the session on schedule. A short break midway through two-hour sessions is much appreciated by audiences.



These guidelines are reprinted here as a reminder to presenters of what their colleagues are hoping to see as they attend various sessions. See you in Toronto!



## CALLS

### Nominations for Fellow

The time to act is now, not after the November 1 deadline. Are there outstanding contributors to our field who are not as yet Fellows of Division 14? Think about former students, colleagues, persons whose work has influenced you. Is there someone who has shown "outstanding or unusual contributions" to our field? If he or she is not listed as Fellow, take the initiative, and now.

Until September, forms and information can be obtained from **Pat Smith, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403.**

### APA Journal Reviewers

Reviewers are needed for all APA journals. Individuals who have not regularly participated in the review process are encouraged to submit a letter of interest to the appropriate editor of the journal of their choice. Women and minorities are especially invited to submit letters of interest. A vita or description of relevant background should be included with the letter.

The names and addresses of journal editors are available annually in the June archival issue of the *American Psychologist*, on the inside front cover of each APA journal, and may also be obtained by contacting **Ms. Arlene Stephens, American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036.**

### Consulting Psychology Research Award

The Division of Consulting Psychology under sponsorship of the National Psychological Consultants to Management is pleased to announce an annual award for excellent research or original writing bearing on the professional practice of consulting psychology in organizational settings. This invitation is directed to all members of the American Psychological Association, including

students, who are involved in research of a consulting nature which contributes toward discovery of knowledge or improvement of method. The winner will receive \$1000 plus an appropriate certificate and be invited to present the research at the 1984 APA meeting.

Research published prior to this announcement may not be entered into this competition, and studies previously presented will not be accepted for resubmission. The report must cover a significant issue/problem and describe the methodology, the findings, and implications of the findings.

Manuscripts should be limited to 200 pages, and a 300-500 word abstract must be included with each complete report. Four copies of each manuscript and abstract should be submitted no later than June 1, 1984 to **Robert E. Kelley, Ph.D., Research Awards Chairman, APA Division 13, SRI International, Inc., 333 Ravenswood Ave., Menlo Park, CA 94025.**

### Papers on Managing Corporate Cultures

The University of Pittsburgh Graduate School of Business is hosting a conference on Managing Corporate Cultures on October 24-27, 1984 in Pittsburgh. Contributed papers should address the topic of managing corporate cultures by demonstrating relevance of ideas, approaches, and methods for practitioners. The papers should draw on research-based knowledge but contribute to the practice of managing cultures. All research approaches are acceptable although case studies, applications, field studies, and clinical methods seem most suitable to the topic. Papers should be well written using neither jargon nor discipline-specific language; they will be judged by both practitioners and academics according to criteria of innovativeness, quality, practical usefulness, and clarity of expression.

Papers are limited to 40 double-spaced, typewritten pages, inclusive of all materials, and should be prepared according to APA guidelines. Send four copies by July 1, 1984 to **Dr. Ralph Kilmann, Director, Program in Corporate Culture, Graduate School of Business, University of Pittsburgh, Pittsburgh, PA 15263; phone: 412 624-6672.**

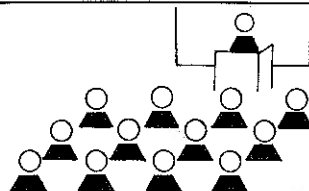
### Dallas/Ft. Worth Organizational Psychologists

A new group has been formed called the **Dallas/Ft. Worth Organizational Psychology Group (D/FW - OPG)**. Psychologists practicing in or studying organizations in this area are encouraged

to contact **Dr. Rodney Lowman**, at (817) 565-2679 for information on membership and programs.

## Meetings

### Past and Future



### Interamerican Society of Psychology

Last summer the Interamerican Society of Psychology (SIP) held its XIX Interamerican Congress of Psychology in Quito, Ecuador. More than 2,500 students and psychologists from all over Latin America and the U.S. attended. United States attendees who gave invited addresses or presented papers included: Donald T. Campbell, Harry C. Triandis, Leonard D. Goodstein, Xhur Shapira, Albert S. Glickman, Harold Proshansky, George Mayerske and Eduardo Salas.

I/O Psychology had only three sessions in the week-long congress. As a result of this underrepresentation of the field and the growing interests in Latin America in I/O related research and applications, a group of psychologists from Brazil, Peru, Ecuador, and the U.S. organized an association to represent the needs and interests of the I/O psychologists in SIP. On the last day of the Congress the **Asociacion Latino-Americana de Psicologia del Trabajo (Latin American Association of Work Psychology)** was formed and its officers elected. Luis Vaca (Ecuador) was elected Secretary. Also, representatives from the different countries were elected, with Eduardo Salas (USA/Old Dominion University) named representative for the U.S.

The XX Interamerican Congress of Psychology will be held in Caracas, Venezuela in July 1985. Programming is underway and the call for papers should be out by late this summer. For more information contact **Dr. Gerardo Marin (University of San Francisco)** at (415) 666-6151 or **Eduardo Salas (Old Dominion University)** at the Center for Applied Psychology Studies (804) 440-4227.

## Society Business

### WILL YOUR VOTE COUNT?

It's election time again, for officers and representatives for both the Society and APA. Do you know how your vote will be counted in the Hare System of preferential voting used by APA? Here's what happens:

You, the voter, rank as many of the candidates as you wish to select. The ballots are then sorted by the first choice on each ballot. The candidate with the fewest votes after the first sort is eliminated and his or her votes are distributed to the remaining candidates listed as the next choice. If there is no next choice, the ballot is declared exhausted. The process continues until one candidate receives a majority, or only one candidate remains.

#### HYPOTHETICAL BALLOT

Candidate	Count	Chg.	Count	Chg.	Count
	1		2		3
A	330	+ 85	415	+165	580
B	370	+ 35	405	-405	
C	300	-300			
Exhausted	0	+180	180	+240	420
<b>TOTAL</b>	1000		1000		1000

Consider the hypothetical example above. Three candidates, A, B, and C, are running for President-elect of the Society. All voters gave a first choice, so they were distributed at Count 1 as 330 for A, 370 for B, and 300 for C. Although B has the most votes, he/she does not have a majority. Consequently, the lowest vote-getter, C, is eliminated.

The Change column after Count 1 in the example shows what happens to C's votes. The second ranked person gets these votes, but 180 people who voted for C as their first choice had no second ranked person. If you were one of those 180, your vote would now be considered exhausted; you have yielded your privilege of choosing between A and B.

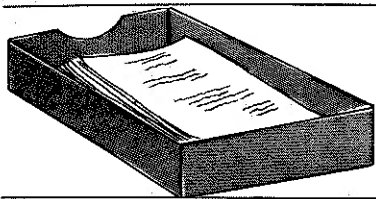
Of the 120 voters who liked C best and did give a second choice, 85 put A in the number 2 spot and 35 put B in the number 2 spot. These votes are then added to what A and B received on Count 1 of the voting. Thus Count 2 on the table shows A with 415 votes and B with 405 votes.

Since Count 2 still gave no one a majority of the 1000 votes, we continue to Round 3. Now B is eliminated and his/her votes distributed. Votes from an additional 240 people are considered exhausted, and A is elected with a final count of 580.

A final thing to note: only 1000 people voted of the Society's more than 2400 members. So the President-elect was chosen with the support of less than 25% of the membership vote.

**MORAL OF THE STORY:** Be sure to vote. And make your vote count by ranking all your preferences.

*This article was written at the suggestion of Edward F. Adams, District Manager of AT&T's Management Employment group and TIP's Business Manager.*



## In - Basket

### Scientists vs. Practitioners: An Ethical Issue?

To The Editor:

I was both intrigued and dismayed by the President's column in the February issue of **TIP**. My intrigue was based on the brashness in which Milt Hakel openly identified a long-festering controversy among Division 14 members. In spite of the fact that we, as a profession, are committed to a "scientist-practitioner" model, the reality is that there are scientists and practitioners separated within the Division 14 membership. The practitioners, and I include the behavior scientists at AT&T and IBM, do not hold the scientists/academicians in as high regard as they do their fellow practitioners. Likewise, and I plead guilty, the scientists/academicians do not hold the practitioners in as high regard as their fellow scientists. This may not happen openly, but I can assure you that in private, informal settings, these are the attitudes that prevail. I wish to thank Milt for bringing this issue "out of the closet."

My dismay was based on the quote from Bill Jennings. It appears to me that one ingredient is missing from the scientist-practitioner dichotomy, that of ethics. I don't need to comment on the abuses of the application of our science to industry; the litigation involving Title VII has clearly demonstrated that *some* I/O psychologists are either ignorant of proper scientific methodology or are unethical. Needless to say, I am much bothered by a paper entitled, "How I made the most of a screwed-up validation study because the company had too much money

invested to write it off." I would sincerely hope that whatever was done was congruent with proper and ethical practice in our field. My comment holds true for the other proposed paper, "Capitalizing on bad research to achieve desired organizational outcomes." Perhaps the gulf between scientists and practitioners needs an "ethics" bridge to bring them together.

Please note that I am not accusing anyone, even though I have quoted Bill Jennings, of being unethical. However, I am deeply concerned about an attitude that we must somehow "fix" a busted research project in an applied setting because the company did not get what it paid for.

I have been involved in a variety of applied research projects with organizations in both the private and public sector. I'm certain my experiences are not different from other scientists/academicians who provide consulting services. I have never had to "capitalize on bad research" since I have refused to assist an organization in which I could not do good research. Note that this is good applied research, not necessarily publishable research. My ethical code as a psychologist prohibits me from entering into any such arrangements. For example, I was asked to assist an organization to find a new office manager; however, one of the job specifications from the CEO was that no females be considered. I refused to help this company, and spent over two hours with the CEO explaining why I could not help them. This example is not meant to demonstrate that I am a "knight in shining armor," but rather to indicate that many companies do expect, and demand, that I/O psychologists engage in practices that are both scientifically and ethically incorrect.

I have avoided discussing the ethical abuses among scientists/academicians, since this topic has been well-aired. The upshot of this letter is that the issue between scientists and practitioners is not science and half-science, but following an ethical set of practices. I don't believe there is a need to "make the most of a screwed-up validation study" or "capitalize on bad research." All research, be it basic or applied, is done within constraints. It is up to the individual I/O psychologist to behave ethically within the constraints of his/her situation

Michael J. Kavanagh  
Professor of Management  
State University of New York at  
Albany  
Mar. 12, 1984

### The Corporate Mind at Dinner

To the Editor:

A friend of mine just called my attention to the enclosed item, which appeared in the January 2, 1984 issue of *The New Yorker*. I think it merits reprinting in **TIP** as an example of the heights to which behavior modification routines have risen.

"La Costa's sales department and special events coordinators sometimes get some rather unusual and bizarre requests, but Electrolux, the national vacuum manufacturing company, has to be near the top of the list in originality for its recent national sales managers' meeting at the resort.

At the meeting's dinner banquet, the room was divided with chicken wire and the company's top grossing sales managers sat separately from the others during the evening. Caterers decorated one side of the room with tables covered with white cloths, china, silver and fresh flower centerpieces for those bringing the best number of sales to the company.

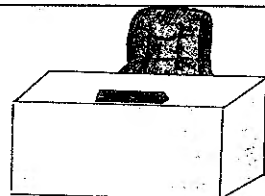
The top sales managers dined on filet mignon, potatoes, asparagus and chocolate mousse, while their counterparts on the opposite side of the banquet hall ate baked beans, jello, washing it down with a cup of hot water laced with a single coffee bean."

[From the Reporter, newsletter of the La Costa Hotel & Spa Conference Center, Carlsbad, Calif.]

Ross Stagner  
Professor Emeritus  
Department of Psychology  
Wayne State University  
Detroit, Michigan  
Jan. 12, 1984

## Positions Available

Ed Adams



1) Psychologist for Basic Research in Industry. AT&T's Human Resources Studies section has an opening for an experienced or new Ph.D. psychologist. Responsibilities will include specific project assignments with longitudinal studies of managers (Management Progress Study and Management Continuity Study) and the design and execution of new basic research projects in the reorganized AT&T entities. Candidate must have strong research skills, including proficiency in multivariate statistics and use of computer statistical packages. Academic specialization in I/O psychology with broad interests and knowledge in other areas of psychology (e.g., personality, adult development, social psychology) desired. Job has high demand for excellent written and oral communications skills to both professional and lay audiences. Send vita and copies of recent written work (published or unpublished) to **Dr. Ann Howard, AT&T, 550 Madison Ave., Room 1231, New York, NY 10022. An Equal Opportunity/Affirmative Action Employer.**

2) Assistant Professor. The Department of Psychology of Saint Mary's University. The Department is seeking applications for a tenure-track position. The Department offers M.Sc. programs in Clinical and Industrial/Organizational Psychology. Candidates should have a strong commitment to the development of an active research program. Responsibilities will include teaching at the undergraduate and graduate levels and research supervision. In particular, candidates should be capable of making a teaching contribution in the areas of statistics and quantitative methods. The 1983-84 salary floor for the assistant professor rank is \$26,590. Starting date for position is September, 1984. The Nova Scotia Psychologist's Act requires all psychologists to be registered and defines teaching and research as psychological services; therefore, preference will be given to those candidates who indicate their intention of registering with the Nova Scotia Board of Examiners in Psychology. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants should send a letter of application stating their teaching, research and professional interests, a vita, and the names of three references to: **Dr. Victor M. Catano, Chairperson, Department of Psychology, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.**

3) Personnel Research Psychologist. The Procter & Gamble Co. is seeking a Ph.D. in I/O with some industrial experience to begin in the summer of 1984. Primary responsibility will be to help client organizations improve their effectiveness as a result of your consulting and intervention activities. Job duties include developing and evaluating the effectiveness of employment selection procedures; implementing effective performance review and improvement practices; conducting "ad hoc" research on issues for top management or other clients (e.g., retention of employees, evaluation and improvement of particular personnel programs). Experience and skill in the following areas are essential: 1) evaluation research, 2) design and analysis of survey questionnaires, 3) managing several projects simultaneously (planning, gaining agreement of others, acquiring resources, and following through to completion), and 4) writing for business audiences. Your resume should describe qualifications in each of these four areas. Send to: **David A. Grove, Ph.D., Personnel Administration Department, The Procter & Gamble Co., P.O. Box 599, Cincinnati, Ohio 45201.** P&G is an Equal Opportunity/Affirmative Action Employer.

4) Position Opening. The Human Factors Department of the Institute of Safety and Systems Management, the University of Southern California announces a full time non-tenure track position at the Assistant/Associate level. Responsibilities are teaching courses in Organizational Behavior, Industrial Psychology, and Human Factors in a graduate program in Systems Management. Travel to off-campus study centers, including Europe and Asia, is required. Applicants should have a Ph.D. and excellent teaching skills. Send vitae to: **Dr. Hal Hendrick, Chair, Human Factors Department, Institute of Safety and System Management, University of Southern California, Los Angeles, CA 90089-0021.** An Equal Opportunity/Affirmative Action Employer.

## CALL FOR QUESTIONS!

If you could ask any question about *Executive Growth and Change*, what would it be? In Toronto there will be a panel discussion on that topic with Gene Cattabiani (Executive Vice President, Westinghouse Electric), Don Super (University of Florida), Lowell Hellervik (Personnel Decisions, Inc.), Ann Morrison (Center for Creative Leadership), and Doug Bray (Development Dimensions International). To get the discussion going, I'd like to select a few tough questions to put before the panel. If you've got a burning issue, please send it by the end of June to: **Morgan W. McCall, Jr., Director of Research, Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402**



## ADVERTISE IN TIP

The **Industrial-Organizational Psychologist** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 2400 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 3200 copies per issue.

Advertising may be purchased in **TIP** in units as large as two pages and as small as a half page spread. In addition, "**Position Available**" ads can be obtained at a charge of \$30.00 per position. For information or placement of ads, write to **Ed Adams, Business Manager, TIP, P.O. Box 292, Middlebush, NJ 08873.**

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